INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1980

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

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INTRODUCTION

First published in 1972 in *University Affairs*, the *Inventory* became a separate publication in 1974 and has since appeared annually. The present, eighth edition is substantially larger than any of its predecessors and contains descriptions of more than 380 research, innovative and experimental projects concerned with postsecondary education in Canada, which are currently in progress or have been completed in the course of 1979. We are grateful to the many contributors in universities, community colleges, educational organizations, and government departments and agencies who have provided information on their work, and we hope that the *Inventory* will continue to be seen as a useful instrument to improve communication between researchers in the field of higher education.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) researchers' name and address;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously

INTRODUCTION

Publié pour la première fois en 1972, dans *Affaires Universitaires*, l'*Inventaire* est devenu une publication distincte en 1974 et paraît tous les ans depuis lors. La présente édition, la huitième, est plus considérable que toutes les précédentes et renferme la description de plus de 380 travaux de recherche, d'innovation et d'expérimentation se rapportant à l'enseignement postsecondaire au Canada, en cours ou terminés en 1979. Nous remercions les nombreux participants des universités, collèges communautaires, organisations d'éducation et ministères et organismes gouvernementaux qui ont fourni des renseignements sur leurs travaux et nous osons croire que l'*Inventaire* continuera d'être perçu comme un instrument utile pour améliorer la communication entre les chercheurs dans le domaine de l'enseignement supérieur.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels, ailleurs que chez les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà pu-

published projects have been re-entered only in case important changes were reported.

Any comments the reader might wish to make regarding the use and value of the *Inventory* or ways to improve it would be most welcome.

March 1980

J.F.H.
A.M.K.

bliés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Nous recevrons avec reconnaissance toutes les observations que les lecteurs voudront bien nous adresser concernant l'utilisation et la valeur de l'*Inventaire* ou les moyens à prendre pour l'améliorer.

Mars 1980

J.F.H.
A.M.K.

TABLE OF CONTENTS/TABLE DES MATIERES

INTRODUCTION *iii*

A GENERAL/GENERALITES 1

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE 13

Costs; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT 25

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT 54

Classification; characteristics; employment conditions

Classement; caractéristiques; conditions d'emploi

E STUDENTS/ETUDIANTS 57

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE 70

Adult learning; curriculum; off-campus instruction

Education des adultes; programmes d'études; enseignement à l'extérieur du campus

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES 79

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS 81

A GENERAL/GENERALITES

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development.

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) Community development training in Canada and the People's Republic of China. b) Comparison of ideologies and processes in community development training in Canada and cadre training in China. c) Spring 1979. d) Hayden W. Roberts, Fac. of Extension, University of Alberta. f) *Community Development Journal*, vol. 14, no. 2, April 1979.

A2 a) Power: a conceptual model. b) Examination of dominant attitudes toward the nature of power and how it is exercised with a commentary on its relationship to institutional traditions in the high school and university. c) In progress. d) T.W. Goodenough, Fac. of Education, University of Toronto.

A3 a) Justice and the sociology of education. b) Considering the increasing difficulty of university graduates to find employment in their chosen fields, it is questioned whether it is just to recruit and enrol students with such a dubious future. If so, what are or should be the purposes for which university study is undertaken, and, at least in Canada in the contemporary and near future, can and should postsecondary education be made elite, as it was decades ago? c) Aug. 1979. d) J.C. Kretzschmar, Div. of Social Sciences, University of New Brunswick, P.O. Box 5050, Saint John, N.B. E2L 4L5.

A4 a) Human rights in Canadian education. b) Collection of popularized studies concerning human rights, classified under social divisions (language, race, religion, sex and age), status (child, pupil, parent or teacher) and educational concern (curriculum, teaching style and special education). c) 1980. d) Douglas Ray, Fac. of Education, University of Western Ontario; V.R. D'Oyley, Fac. of Education, University of British Columbia.

A5 a) A history of the Association of Universities and Colleges of Canada: its evolutionary role, 1911-1978. b) The history details AUCC's involvement in all aspects of the development of Canadian higher education. c) 1979. d) Gwendoline Pilkington, 21-130 Clinton St., Toronto, Ont. M6G 2Y3.

A6 a) Research productivity, university revenue and scholarly impact (citations) of 169 American, British and Canadian universities (1977). b) Evaluation of 169 universities in terms of their productivity across all disciplines. The 1977 *Arts and Humanities*, *Social Science* and *Science Citation Indices* were used for counting the number of publications from each

A GENERAL/GENERALITES

university. The five overall most productive universities were Harvard, Texas, California (Los Angeles), London and Wisconsin. Of the most productive universities, 15 were British and 11 Canadian. Additional data were collected: revenue of the university, foundation year, number of subscriptions to periodicals, number of volumes in the library, number and aptitude scores of students, and number of faculty. A general factor, which could be labelled a dimension of quality, wealth or size, was found to permeate the 35 disparate measures: universities high on one measure tended to be high on others. c) June 1979. d) J. Philippe Rushton, Dept. of Psychology, University of Western Ontario.

A7 a) Research productivity, university revenue and scholarly impact of 31 Canadian universities. b) Evaluation of 31 universities in terms of their scholarly productivity across all disciplines. The 1977 *Arts and Humanities, Social Science* and *Science Citation Indices* were used for counting the number of publications from each university. Six universities (Toronto, UBC, McGill, Alberta, Western Ontario and McMaster) accounted for 51% of all Canadian scholarly publications. Additional data were collected: revenue of the university, foundation year, number of subscriptions to periodicals, number of volumes in the library, number of students and faculty, and number of publications of, and citations to, the faculty members in the psychology departments. A general factor, which could be called a dimension of quality, wealth or size, was found to permeate the 27 disparate measures: universities high on one measure tended to be high on others. c) June 1979. d) J. Philippe Rushton (see above). f) *Canadian Journal of Higher Education*, vol. IX, no. 3, 1979, pp. 74-81.

A8 a) Limites et difficultés de la formation fondamentale au 1er cycle universitaire. b) Analyse de contenu d'une trentaine de textes et d'expériences ayant comme objectif la réforme ou la création de programmes de formation fondamentale ou générale au 1er cycle universitaire. Propositions déduites de cette analyse. c) Juin 1979. d) Lawrence Ramsay, Télé-université, 214, ave St-Sacrement, Québec, Qué. G1N 4M6. f) Conseil supérieur de l'éducation, Gouvernement du Québec, *La formation fondamentale au 1er cycle universitaire*, série: "L'Etat et les besoins de l'éducation", hiver 1979.

A9 a) Supplementary submission to the Commission of Inquiry concerning certain activities of the Royal Canadian Mounted Police by the Canadian Association of University Teachers. b) The brief examines Cabinet directive 35, the problem of "public interest privilege" and the denial of entry into Canada of professors for university posts and guest speakers at universities on the grounds of national security. It also concerns the automatic exclusion of homosexuels as security risks, the use of illegally obtained evidence and the evidence of informers. c) Aug. 1979. d) Donald C. Savage, Canadian Association of University Teachers, 1001-75 Albert, Ottawa, Ont. K1P 5E7; Roland Penner, Fac. of Law, University of Manitoba. e) Donald C. Savage.

A10 a) Public attitudes toward postsecondary education in the Maritime provinces: the AAU survey report, 1979. b) Survey of public attitudes toward postsecondary education sponsored by the Association of Atlantic Universities. Six major areas of concern identified by AAU member institutions were addressed: advantages/benefits of postsecondary education to individuals;

A GENERAL/GENERALITES

advantages/benefits of postsecondary education to society; satisfaction and/or dissatisfaction with postsecondary institutions in general and individual functions in particular; public funding and other financial matters; governance of postsecondary institutions; range of programs and number of institutions. c) Nov. 1979. d) Andrew S. Hughes, Atlantic Institute of Education, 5244 South St., Halifax, N.S. B3J 1A4. f) Report $5.00; statistical appendix only $3.50.

A11 a) A history of Lakehead University. c) In progress. d) H.S. Braun, Lakehead University.

A12 a) Pre-school and related education in certain European countries. b) Report on 1976 visits to government authorities, pre-schools, teacher training centres, etc. c) In progress. d) John Schaller, Fac. of Education, University of Regina.

A13 a) A historical introduction to the teaching of international law in Canada. b) History and organization of the teaching of public international law in Canada, 1850-1980: the courses that have been developed, the professors concerned, international law's place in the curriculum, the prospects for the future. c) Dec. 1980. d) R. St. J. Macdonald, Fac. of Law, Dalhousie University.

A14 a) Universities of Canada. b) A 10,000 word article prefatory to the Canada section of the *Commonwealth Universities Yearbook 1982*. c) Nov. 1980. d) Duncan D. Campbell, Fac. of Extension, University of Alberta.

A15 a) An analysis of the coordination of community colleges in British Columbia. b) PhD thesis having the following purposes: to identify theoretical concepts of organizational theory and state-wide coordination pertaining to the coordination of community colleges; to describe the historical development of community college coordination structures in the USA and Canada; to outline reports and legislation in British Columbia on community college coordination; to determine the attitudes of a selected population to the recently amended Colleges and Provincial Institutes Act of British Columbia; to recommend an organizational structure for the coordination of B.C. community colleges. c) June 1979. d) Tim Hollick-Kenyon, 1287 Burnage Road, North Vancouver, B.C. V7R 1G8.

A16 a) International cooperation in agricultural development: some administrative dimensions. b) Analysis of administrative and management techniques developed to administer a twinning project between the University of Guelph and the University of Ghana. c) 1979. d) J.C.M. Shute, School of Agricultural Economics and Extension Education, University of Guelph. f) *Agricultural Administration* (forthcoming).

A17 a) The Ghana-Guelph project in retrospect. b) General analysis of the project. c) 1979. d) J.C.M. Shute (see above). f) Report available from International Development Office (IDO), AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A GENERAL/GENERALITES

A18 a) Kenya Technical Teachers College. b) Eight-page description of the University of New Brunswick's role in establishing a technical teachers college in Kenya. c) Sept. 1979. d) D.R. Leblanc, Fac. of Education, University of New Brunswick. f) Available from IDO (see above).

A19 a) Faculty expectations, roles and reactions in the Thailand-University of Alberta project for comprehensive or diversified secondary schools. b) A 21-page description of the expectations and reactions of University of Alberta faculty members and others to the training project for Thai teachers and the role of the various people involved in the project. c) 1979. d) Leslie R. Gue, Fac. of Education, University of Alberta. f) Available from IDO (see above).

A20 a) McGill University-Kenya medical development project 1968-1978. b) A 12-page description of a project to assist in the establishment of undergraduate teaching programs and clinical teaching units at the medical faculty of the University of Nairobi and the training of teaching staff. c) Oct. 1979. d) R.F.P. Cronin, Montreal General Hospital, 1650 Cedar, Montreal, Que. H3G 1A4. f) Available from IDO (see above).

A21 a) L'Ecole Polytechnique de Thiès au Sénégal. b) Rapport, 18 p., décrivant un projet de coopération entre l'Ecole Polytechnique de Montréal et le Sénégal visant à l'implantation d'une école d'ingénieurs. c) Oct. 1979. d) J. Dubuc et M. Poupard, Ecole Polytechnique de Thiès; R. Tougas, Ecole Polytechnique, Université de Montréal. f) Le rapport peut être obtenu du Secrétariat pour le développement international, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A22 a) Postsecondary education programs for natives in Western Canada: an analysis of students, programs and curricula, 1969-1980. b) Descriptive study to examine in historical perspective, educational programs offered for native populations by universities and community colleges throughout Western Canada, 1969-1980. It focuses on student characteristics, types of programs and curricula. The main purpose is to document educational programs and develop a directory for student use. c) March 1981. d) John R. Minnis and Sandra Pentland, Athabasca University.

A23 a) A bibliography of higher education in Canada/Bibliographie de l'enseignement supérieur au Canada. b) Compilation of entries in the *Canadian Journal of Higher Education* plus additional material, to form the 1980 supplement to *A bibliography of higher education in Canada* by R.S. Harris and A. Tremblay. c) Late 1980. d) Marcel de Grandpré, Fac. des sciences de l'éducation, Université de Montréal; Robin S. Harris, Higher Education Group, University of Toronto; Hazel J. Roberts, Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1; Hugh L. Smith, Erindale College, University of Toronto. e) Hazel J. Roberts.

A24 a) Collective bargaining in higher education: a bibliography/Le syndicalisme et l'enseignement supérieur: une bibliographie. b) Compilation of five years of a continuing listing of articles, books, reports and agreements, held by the AUCC library, on the subject of collective bargaining by faculty. c) April 1980. d) Hazel J. Roberts (see above). f) To be

A GENERAL/GENERALITES

published by AUCC.

A25 a) Newfoundland Task Force on Education. b) Investigation into the problems of postsecondary education in Newfoundland with recommendations for improvement in organization and programs. c) April 1980. d) R.K. Crocker and F.T. Riggs, Fac. of Education, Memorial University. f) To be available from Information Services, Government of Newfoundland, St. John's, Nfld.

A26 a) The status of philosophy of education in the curricula of pre-service teacher education programs in Canada. b) Data from questionnaires sent to teacher education institutions in 1977 indicate that, as a component in pre-service teacher education curricula, philosophy of education is approached from three perspectives: historical, analytical, normative; is a compulsory component in 18 institutions, a constituent of a general foundations course in nine, a foundational option in 15, a free elective in two; is required in initial programs because of its potential to clarify educational concepts and/or give perspective to the entire program; is not required because of either inadequate preparation on the part of teacher candidates or a belief in the mechanical nature of teaching; is perceived by instructors as extremely important, by students as irrelevant. Experimental programs are underway to attempt to relate philosophy of education more immediately to classroom practice. c) 1979. d) Mary Olga McKenna, Mount Saint Vincent University. f) *Canadian Journal of Education* (forthcoming).

A27 a) A Canadian context of science education/Un contexte canadien pour l'enseignement des sciences. b) The purpose of the discussion paper, presented to the Science Council of Canada, is to explore a number of pressing concerns for science educators and to suggest initial responses to them. The paper discusses the relationship of Canadian studies to science education, some of the findings of the Commission on Canadian Studies, and a number of related issues such as Canadian studies and science curriculum, the history of Canadian science, transdisciplinary and cooperative studies, publishing, teacher education, interdisciplinary scholarly communication and the need for increased public awareness. It concludes with recommending a major study and a program of conferences to examine the issues related to Canadian science education. c) Oct. 1979. d) James E. Page, Association for Canadian Studies, 1750 Finch Ave. East, Willowdale, Ont. M2J 2X5. f) English version, 52 p., and French version, 55 p., available free of charge from Science Council of Canada, 100 Metcalfe, Ottawa, Ont. K1P 5M1.

A28 a) Making the universities accessible to the working adult. b) Critical comparison of the British Open University with Canadian open universities such as Athabasca in relation to encouraging working class accessibility. c) March 1979. c) Robert Kenneth Jones, Athabasca University. f) *Canadian Journal of University Continuing Education.*

A29 a) Reorganization and reorientation of the Faculty of Administration, University of Ottawa. b) The former Faculty of Management Science was an amalgam of four very independent departments (business administration, public administration, health administration and management science), each offering separate programs. A proposal to abolish the departments and rationalize the programs into a more generic approach to administrative studies with a sector

neutral approach was made and is now being implemented. c) Summer 1979. d) John J. Carson, dean, and Faculty Council, Fac. of Administration, University of Ottawa.

A30 a) The introduction of grade XII into Newfoundland schools - extending the bases for lifelong education. b) Topics covered are the need for grade XII, what students should participate, aims and objectives of revised secondary programs, Ministry of Education policies, role of school boards, and implications for postsecondary institutions. c) Nov. 1979. d) G. Llewellyn Parsons, Dept. of Educational Administration, Memorial University.

A31 a) Education beliefs of early childhood educators. b) Multiple-choice questionnaire responses from 170 teachers, administrators, graduate and undergraduate students in early childhood education indicated a preference for the cognitive-transactional position over either the maturational-nativistic or the behavioral-environmental positions on 25 questions related to beliefs about child development, educational objectives, program policies and practices. c) Fall 1979. d) Isabel Doxey, Dept. of Early Childhood Education, Ryerson Polytechnical Institute.

A32 a) Applied language studies in the undergraduate curriculum. b) The curriculum in language studies at Carleton and other universities is situated to some extent on the periphery of the themes running through programs of studies in humanities and science. There may be a distance between the goals of secondary and tertiary education in this area and between those of the academic world and the world of government and industry. A new approach to second language programs, called communicative syllabus design, holds promise for the resolution of these problems. The present proposal involves determination of how the present language teaching structure could be modified to accommodate a communicative approach through strengthening the links between languages and other disciplines. c) Oct. 1980. d) Janice Yalden, Fac. of Arts, Carleton University.

A33 a) Organization structures and effectiveness of B.C. community colleges. b) EdD dissertation examining the administrative and work flow structures of selected B.C. colleges and departments within them in order to assess the validity of certain structural measures, the relationships between selected variables of structure, and the relationship between these variables and adequacy of performance in departments. c) Spring 1980. d) David Rees Williams, c/o Dept. of Educational Administration, University of British Columbia.

A34 a) University language centres in Canada: an organizational study. b) PhD dissertation presenting a census of the language centres operating within Canadian universities. Organizational problems faced by these centres are also examined. c) March 1980. d) Renée Van Raamsdonk, Dept. of Educational Administration, University of Calgary.

A35 a) Research in Canada. b) The study involves: 1. a bibliometric analysis of research output in Canada; 2. development of a series of science indicators; 3. analysis of selected topics on the research infrastructure of Canadian science. c) Items 1 and 2 1980; item 3 1981. e) James MacAulay,

A GENERAL/GENERALITES

Science Council of Canada, 100 Metcalfe, Ottawa, Ont. K1P 5M1.

A36 a) Research in social studies education at Canadian universities 1971-1977. b) Attempt to bring together the academic research in the form of doctoral and master's theses in social studies education; it includes an analysis of theses as well as their abstracts. c) July 1979. d) H. Dhand, College of Education, University of Saskatchewan. f) *Research in social studies education at Canadian universities 1971-1977*, vol. II, 1979, 355 p., available from Bookstore, University of Saskatchewan.

A37 a) The return of a haunting refrain: critical political awareness and moral sensibility in the schools. b) Prompted by our failure to foster an enlargement of moral fortitude and responsible citizenship in the young this work examines the political culture and hidden structure of Canadian schools and universities. The concept of political culture indicates the often overlooked omnipresence of politics and power relationships in public education. The paper considers archetypes of political culture and their applicability to modern educational processes, and posits five philosophical underpinnings for constructive political and social change: a new view of our nature and destiny stressing our limitations; a new political perspective pointing to the omnipresence of politics; a new focus on decentralized community structure; an alternative or counter-direction to education and research; and a renewed familiarity with strategies for political change, both violent and non-violent. c) July 1979. d) Larry J. Fisk, Political Studies, Mount Saint Vincent University.

A38 a) Feasibility of a private sector corporation to mobilize research and development resources of Canadian universities and other laboratories. b) Sponsored by five private corporations and three universities (McMaster, Western Ontario and Windsor), the study will determine the business feasibility of a new private sector corporation which would help mobilize the research and development resources of universities and other laboratories. The new venture would help universities and other industrially-relevant laboratories to market their resources more aggressively and would also offer project management services. c) Mid-1980. d) Ontario Research Foundation, Sheridan Park Research Community, Mississauga, Ont. L5K 1B3. e) J.A. McPherson, Ontario Research Foundation.

A39 a) Organizational structure of Ontario colleges of applied arts and technology. b) The study's purpose was to identify the colleges' structural dimensions and to examine the relationships between various dimensions and the size of the colleges. The general theoretical framework of the study was derived from the Aston model of contextual and structural variables of organizations as developed by D. Pugh and his associates. Data were collected by means of a comprehensive interview schedule with presidents and senior officers of 20 of the 22 Ontario colleges. The colleges varied in their structural dimensions. Their size varied directly with the variables specialization, delegation of authority, vertical span, subordinate ratios, and varied negatively with centralization. c) Aug. 1979. d) John R. Goodwin, Dept. of Management, Loyola Campus, Concordia University; Robert R. O'Reilly, Fac. of Education, University of Ottawa. e) John R. Goodwin. f) 1. J.R. Goodwin, *An emperical study of bureaucratic structural dimensions and their*

A GENERAL/GENERALITES

relationship to the variable organizational size, unpublished PhD thesis, University of Ottawa, 1979. 2. J.R. Goodwin and R.R. O'Reilly, *Context and structure of educational organizations: application of Aston methodologies to community colleges*, ERIC ED 168 662, 1979.

A40 a) Recruitment and retention of Canadian research personnel. b) The purpose of the 11-page paper, a submission to the Minister of State for Science and Technology, is to suggest ways of creating within Canada the sort of climate needed to encourage young scholars to choose science as a career, to retain trained personnel in research careers, and to attract more individuals to creative research which has commercial potential. c) Dec. 1979. d) Canadian Association of Physicists and Canadian Federation of Biological Societies, 151 Slater, Suite 903, Ottawa, Ont. K1P 5H3.

A41 a) La câble et l'Université de Montréal. b) Analyser les composantes et les exigences de l'élargissement de la mission universitaire via la câblodistribution et vérifier ces composantes et exigences par une expérience pilote de diffusion à laquelle seront associés les principaux câblodistributeurs de la région montréalaise. Expérience-pilote avec les câblodistributeurs puis, document de recherche. c) Début 1980. d) Pierre Levasseur, Institut international de la communication, a/s Université de Montréal.

A42 a) Policy-oriented research on national issues in higher education. b) A 46-page paper reviewing present and possible resources for such research in Canada, presented to a March 1979 colloquium on data needs for higher education in the eighties sponsored by Statistics Canada. c) March 1979. d) Edward Sheffield, 104-1275 Richmond Road, Ottawa, Ont. K2B 8E3. f) Available from Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

A43 a) Research on higher education: the past decade and the near future. b) Review of research on higher education in Canada 1969-79, including an analysis of such projects supported by the Canada Council 1970-78, and of projects listed in the AUCC *Inventory of research into higher education in Canada* 1974-79. Paper, 17 p. c) June 1979. d) Edward Sheffield (see above).

A44 a) Roles of universities in Western Europe and North America: some comparisons. b) The paper examines the following countries: Britain, France, West Germany, Sweden, Canada and the USA. c) Feb. 1980. d) Edward Sheffield (see above). f) Paper for the U.W.I. Joint STAPEC/Open Lecture Series 1980, University of the West Indies, St. Augustine, Trinidad and Tobago.

A45 a) A research program in higher education. b) Project by OISE's Higher Education Group to review research in the area; define the field of higher education; define an appropriate program of research for several years, specifying its own role; and prepare several papers for the June 1980 conference of the Canadian Society for the Study of Higher Education. c) Spring 1980. d) B.L. Hansen, C.E. Pascal, G.S. Tracz, C. Watson and I. Winchester, Higher Education Group, Ontario Institute for Studies in Higher Education.

A GENERAL/GENERALITES

A46 a) Canadian doctorates in social work and social welfare: a survey report. b) Survey of about 70 individuals who received their PhDs since the inception of doctoral studies in social work and welfare in 1959. The paper discusses PhD programs as they have affected doctoral students in four areas: enrolment, research, employment and professional status. c) 1979. d) James Gripton, Fac. of Social Welfare, University of Calgary.

A47 a) Pour un renouveau de la fonction sociale de l'université. Rapport I. b) La première partie du rapport traite de la fonction sociale traditionnellement exercée par l'université québécoise et des problèmes actuels, la deuxième partie des dimensions d'un renouveau de cette fonction sociale et des moyens à retenir. Le rapport se termine en formulant un nombre de recommandations. c) Juin 1979. d) Commission de l'enseignement supérieur, Conseil supérieur de l'éducation, 2050, boul. Saint-Cyrille ouest, Sainte-Foy, Qué. G1V 2K8.

A48 a) L'étudiant au premier cycle universitaire et la formation fondamentale. Rapport II. b) Traitant de la formation fondamentale de l'étudiant au 1er cycle, le rapport s'adresse à un nombre de questions préalables telles que: Qu'est-ce qui fait problème aujourd'hui? Que peut être une formation fondamentale? Quelles contraintes s'imposent à l'étudiant? Que peut-on dire de ses besoins? Quelles pistes explorer afin de mieux répondre à ses besoins et à ceux de la société dans le contexte actuel et futur? c) Juin 1979. d) Commission de l'enseignement supérieur (voir plus haut).

A49 a) L'état et les besoins de l'éducation. Rapport 1978-1979. b) Dans la première partie du rapport annuel on dégage quelques aperçus généraux sur la qualité de l'éducation, l'égalité des chances, l'éducation permanente, l'éducation aux valeurs, la diversité religieuse et ethnique et la participation des parents. Des aperçus sectoriels sur l'école catholique et protestante, l'école primaire et secondaire, le collège, l'université et l'éducation des adultes forment la deuxième partie du rapport. La section sur l'université se base sur les deux rapports mentionnés plus haut (A47 et A48). c) Nov. 1979. d) Conseil supérieur de l'éducation, 2050, boul. Saint-Cyrille ouest, Sainte-Foy, Qué. G1V 2K8.

A50 a) L'égalité des chances en éducation: considérations théoriques et approches empiriques. b) Visant à cerner la problématique complexe du concept de l'égalité des chances en éducation, l'étude s'attarde à quelques considérations théoriques sur ce concept et analyse, à partir de plusieurs recherches, les principaux facteurs d'inégalités en matière d'éducation. c) 1979. d) Mireille Levesque, Conseil supérieur de l'éducation (voir plus haut).

A51 a) Institutional planning, studies and analysis. b) To prepare an annotated bibliography of selected documents on college and university management and academics, 1968-79, with a focus on institutional level management. c) June 1980. d) Bernard S. Sheehan, Office of Institutional Research, University of Calgary. f) *College and university management and academics: a bibliographic handbook*, D. Kent Halstead, ed., National Institute of Education, Washington, D.C., 1980.

A52 a) Prince Edward Island: higher education in transition, 1945-1980.

A GENERAL/GENERALITES

b) A history of conditions leading government to establish the University of Prince Edward Island and Holland College amidst religious, educational and political tensions will introduce the article. The purposes, problems and effects of the new institutions, and their relations with the community, the government and MPHEC will be studied. A description and assessment of their educational values and social impact will be offered. c) Sept. 1980. d) Mary Olga McKenna, Mount Saint Vincent University.

A53 a) Higher education in Canada: historical perspectives. b) Compilation of papers presented at the Conference on Higher Education in Canada, University of Manitoba, 1977: R.S. Harris, *Introduction*; W.L. Morton, *The founding of the University of Manitoba: born 25 years too soon?*; A. Gregor, *The University of Manitoba: the denominational college system*; M.K. Oliver, *Postsecondary commissions*; H.E. Duckworth, *Higher education in Manitoba*; L.-P. Bonneau, *L'Université Laval: son rôle au Canada*; P.B. Waite, *"Playing at universities": Dalhousie and the sectarian struggles in Nova Scotia*. c) Dec. 1979. d) A. Gregor and K. Wilson, editors, Fac. of Education, University of Manitoba. f) *Monographs in education II*, Fac. of Education, University of Manitoba, $4.00.

A54 a) Vo-Tech '90. b) Report on future technical/vocational training in Saskatchewan. c) April 1979. d) Task Force on Future Technical/Vocational Training, L.A. Riederer, chairman, Department of Continuing Education, 3rd floor, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

A55 a) Communique. b) New quarterly bibliographic publication devoted to specific areas of Canadian studies (labor, business, women, resources, etc.), bilingual. c) In progress. d) Canadian Studies Project, Association of Canadian Community Colleges, 211 Consumers Road, Suite 203, Willowdale, Ont. M2J 4G8.

A56 a) Resource registry, Canadian studies. b) Bilingual registry of all resources in Canadian studies, human,bibliographical and physical. c) 1982. d) Anne Scotton, Canadian Studies Project (see above).

A57 a) Survey of Canadian studies activities in colleges. b) Report on Canadian studies activities to be included in *Responses to the Symons Commission* commissioned by the Secretary of State. c) March 1980. d) Anne Scotton (see above).

A58 a) Canadian community college programs/Programmes offerts dans les collèges canadiens. b) To be published annually, the bilingual directory will list all programs in Canadian community colleges. Also international edition with information on admission requirements, immigration, etc. c) Annually, fall. d) Association of Canadian Community Colleges, 211 Consumers Road, Suite 203, Willowdale, Ont. M2J 4G8.

A59 a) List of northern specialists at Canadian universities. b) Preparation of a second edition of a list of northern specialists which appeared in an experimental version in 1978. For each name will be given academic rank, address, subject specialization and northern areas well known from fieldwork, travel or residence. c) Oct. 1980. d) Association of Canadian Universities

A GENERAL/GENERALITES

for Northern Studies, 130 Albert, Ottawa, Ont. K1P 5G4.

A60 a) An examination of the development and rationalization of secondary education in 19th century Ontario. b) Investigation of many facets of the topic including the increasing role of universities in determining the high school's curriculum and the increasing use of examination as the chief determining factor for entering university. Related issues are the social background of people who went on to high school, the percentage of those who then attended university and the role played by the family strategy in this process. c) In progress. d) J.D. Purdy, Fac. of Education, University of Western Ontario.

A61 a) Arnold M. Walter: his contribution to music education in Canada, 1946-1968. b) Thesis describing the growth of the University of Toronto's Faculty of Music during Walter's years as director. It also gives information about the beginnings of such organizations as ISME, CAUSM, CIDEM and the Canadian Music Council as they were influenced by Walter. c) April 1980. d) Elaine B. Seiffert, 456 Rippleton Road, London, Ont. N6G 1M5.

A62 a) Nova Scotia Task Force on Arts in Education. b) Examining the present state and role of the arts in education in Nova Scotia at all levels (elementary, secondary, postsecondary, continuing and further education), the report broadly surveys the field (drama, speech, dance, music, visual arts, film, crafts, puppetry, creative writing) and makes recommendations. c) Spring 1980. d) Task Force, Harold Pearse, chairman, Art Education Div., Nova Scotia College of Art and Design, 5163 Duke St., Halifax, N.S. B3J 3J6.

See also/Voir aussi:

B9 Financing Canadian universities.

B12 The economy, government and the universities of Ontario: 1945-1973.

B17 Planning, governance and management in small distance education systems.

B24 Système général de gestion des ressources en pédagogie universitaire.

B47 University research in jeopardy - the threat of declining enrolment.

C4 Pre-student teaching field experience programs in Canada.

C5 Staff development in Canadian universities.

C10 Evaluating instructional development programs.

C27 Environmental education: principles, methods and applications.

C81 The evaluation of a small-grants program as a stimulus to faculty development and teaching improvement.

C120 Complete revised submission on the masters in pastoral studies.

A GENERAL/GENERALITES

C126 Developing a faculty development model for an anglophone college in Quebec.

E35 Cheminements scolaires dans l'école québécoise après la réforme.

F3 Adult education in Alberta and Quebec.

F6 Dynamic components of non-traditional higher education: the open university.

F9 The new majority: a guide to policy in university continuing education.

F16 A taxonomy of voluntary organizations' non-formal learning.

F22 Theses in adult education in Canada.

F35 Pour une éducation permanente de l'organisation.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) A review of pricing theories and procedures for continuing education programmers and administrators. b) A 69-page paper containing an analysis of pricing theories and procedures derived from economics, the behavioral sciences and marketing management, with an analysis as to their use in continuing education. c) 1979. d) Marvin E. Lamoureux, Vancouver Community College, 250 West Pender St., Vancouver, B.C. V6B 1S9.

B2 a) Senate ad hoc committee on the university constitution. b) Review of and recommendations on the composition, constitution and procedures of the Dalhousie Senate with the object of making it a more effective instrument of academic self-government. c) April 1979. d) Senate Ad Hoc Committee, John F. Graham, chairman, Dalhousie University. e) A.J. Tingley, Registrar, Dalhousie University.

B3 a) Rationales for determining student contributions to costs of postsecondary education. b) Rationales reviewed are social equity, societal investment and benefit, student motivation, personal investment and gain, institutional factors including program costs, political, public opinion and manpower. They are reviewed in the context of the Grantham report made to the government of Alberta. c) Aug. 1979. d) S. Hunka, Fac. of Education, University of Alberta. f) Report, 147 p.

B4 a) Resource inventory/Inventaire des ressources. b) The 44-page inventory lists university personnel with special skills in such administrative areas as accounting, ancillary enterprises, budgeting, taxes, information systems, insurance, investments, legal, personnel, plant, planning, purchasing, sponsored research and university services. c) Nov. 1979. d) Canadian Association of University Business Officers, 151 Slater, Ottawa, Ont. K1P 5N1.

B5 a) Les disparités de revenus au sein de la main-d'oeuvre hautement qualifiée au Québec en 1973. b) L'étude effectuée pour le Conseil de la Langue Française examine à l'aide des données de l'enquête de 1973 sur la main-d'oeuvre hautement qualifiée la rentabilité d'attributs tels le champ de spécialisation, les connaissances linguistiques et l'expérience pour les hommes et les femmes résidant et travaillant au Québec en 1973. c) Mars 1980. d) Robert Lacroix et François Vaillancourt, Dépt de sciences économiques, Université de Montréal. e) François Vaillancourt.

B6 a) Le rendement de l'éducation au niveau universitaire: une comparaison Québec-Ontario, 1970. b) Rapport de recherche fait à l'intérieur du programme de maîtrise du Département de sciences économiques, Université de Montréal. A l'aide des micro-données du recensement on y examine la rentabilité d'une

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

année supplémentaire d'éducation pour les hommes résidant au Québec et en Ontario en 1970. Une fonction de détermination log-linéaire est estimée et l'impact des attributs linguistiques et de l'expérience sur les revenus est examiné. c) Déc. 1979. d) Johanne Pes, étudiante, Université de Montréal. e) François Vaillancourt (voir plus haut).

B7 a) Total revenue and expenses for provincially assisted universities of Ontario for the fiscal year ended April 30, 1979. b) Two-volume annual report presenting information on the finances and expenditure patterns of all provincially supported institutions in Ontario. Volume I covers the 21 institutions already included in previous annual reports. Volume II extends the coverage by including financial data for 22 colleges and universities affiliated or federated with the provincially assisted universities. c) Nov. 1979. d) Research Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ont. M5S 2T4. e) James A. McAllister, Council of Ontario Universities.

B8 a) Les diplômés de l'Ecole des Hautes Etudes Commerciales de Montréal. b) Description des caractéristiques sociographiques, du milieu familial d'origine et du profil de carrière des diplômés de HEC, de 1941 à 1976. L'étude couvre 801 diplômés ayant obtenu soit un baccalauréat, soit une maîtrise en administration des affaires. c) 1979 (texte miméographié jan. 1980). d) Francine Bernard, Ecole des Hautes Etudes Commerciales, 5255, ave Decelles, Montréal, Qué. H3T 1V6.

B9 a) Financing Canadian universities. b) The study covers: an assessment of the universities' present situation (recent growth patterns, enrolment prospects, structural characteristics of provincial systems of postsecondary education); a review of university income sources and the impact of each source on the development of universities; a survey of policy options for provincial governments and a commentary on some of the available options; an enquiry into and recommendations regarding the federal role in relation to universities. c) 1980. d) Peter M. Leslie, Dept. of Political Studies, Queen's University. f) To be published by the Association of Universities and Colleges of Canada.

B10 a) Monetary returns to non-university health personnel training in Saskatchewan. b) Examination of the monetary returns on investment in 12 non-university health personnel training programs in Saskatchewan. The theory of human capital providing the analytical framework, the central focus was on the relationship between monetary costs and benefits of training. Costs and benefits were estimated from the perspective of both the individual and society, using 1974, 1975 and 1976 cost and earnings data. PhD thesis, University of Alberta. c) Oct. 1979. d) Donald J. Philippon, Saskatchewan Continuing Education, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

B11 a) Youth and participation in British Columbia higher education. b) Examination of per-capita enrolment in B.C. compared to other provinces, showing a relative decrease in the B.C. rate. Rates for some professional programs were also examined. c) 1979. d) C. Gallagher and J. Currie, Institutional Analysis, University of Victoria.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

B12 a) The economy, government and the universities of Ontario: 1945-1973. b) PhD thesis analysing the background to and the process through which the Ontario university system was expanded in the late 1950s/mid 1960s. Focusing on the economic function of higher education, the study examines the universities' efforts to meet the demands of an undulating, mixed capitalist economy. It concludes with an analysis of political and financial problems confronting higher education in the early 1970s in the face of shifting economic priorities and changing economic conditions. c) Oct. 1979. d) Paul Axelrod, 223B Geoffrey St., Toronto, Ont. M6R 1P9. f) Available from Graduate History Dept., York University.

B13 a) Postsecondary graduates in the Canadian labor market. b) A look at labor market participation and unemployment rates experienced by a sample of postsecondary graduates and an examination of the extent to which their present occupation corresponds to their field of university or community college study. c) Spring 1980. d) David W. Henderson, Economic Council of Canada, P.O. Box 527, Ottawa, Ont. K1P 5V6.

B14 a) Manpower and supportive adult basic education programs in Canadian universities and colleges. b) Through a survey questionnaire, colleges and universities were contacted to enquire about programs, research and training they offer relating to adult basic education, i.e., the undereducated adult. Many colleges are involved with manpower training programs. Some universities have research and training programs for teachers and administrators which support the actual ABE programs. c) June 1979. d) James A. Draper and Ralph Clark, Ontario Institute for Studies in Education. f) Report available.

B15 a) The role of the department head or chairman: discipline, sex and nationality as factors influencing faculty opinion. b) Questionnaire survey of arts and science faculty at the University of Victoria to study the influence of academic discipline, sex and nationality upon faculty's definition of the role of the head or chairman of a university department. c) 1979. d) Roy E.L. Watson, Dept. of Sociology, University of Victoria. f) *Canadian Journal of Higher Education*, vol. IX, no. 3, 1979, pp. 19-28.

B16 a) The role of non-academic employment in the education of graduate students and faculty. b) Monograph reports on recent efforts to broaden graduate education and help PhDs find non-academic employment. Policy alternatives are suggested to create a confederation of academic professions; to enlist the cooperation of recent PhDs in non-academic employment in placement; and to obtain the support of employers in a competency-based approach to graduate education which assessed student potential, provided integrated education that included internships, and integrated education for the academic professions with education for effectiveness in non-academic employment. The monograph shows how graduate students' education needs to be correlated with new approaches to the education of faculty and the integration of work options into faculty life. c) March 1980. d) David Booth, Sociology Dept., University of Windsor, on leave: Apt. 709, 2121 P Street, N.W., Washington, DC 20037. f) Monograph, Office of Career Education, Department of Education, Washington, DC.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

B17 a) Planning, governance and management in small distance education systems. b) The project will initially review the definitional confusion surrounding the terms governance, management, planning, distance education, open learning and adult education. On the basis of operationally clear definitions a description of the planning process, governance structures and management activities in small distance education systems will be presented. Finally, these three essential functions in distance education systems will be compared with those in campus-based institutions. c) June 1980. d) W.A.S. Smith, B.L. Snowden and J.S. Daniel, Athabasca University.

B18 a) The economics of small open universities. b) Analysis of the economics using Athabasca as an example. A cost model reflecting the two functions of course development and services delivery is used to derive cost equations for the university, used to make cost projections and evaluate policy alternatives relating to course development capacity, course lifetimes, program mix and scheduling. Finally a measure of productivity is proposed. c) July 1979. d) B.L. Snowden and J.S. Daniel (see above).

B19 a) The management of small open universities. b) An analysis of the different settings in which learning takes place shows open universities requiring tighter management than conventional institutions. While they share some of the administrative characteristics of the Open University itself the lesser complexity of smaller institutions allows management areas requiring special attention to be seen in sharper relief. Such areas are identified by examining the four steps in the administrative process: planning, organizing, leading and evaluating. c) July 1979. d) J.S. Daniel and B.L. Snowden (see above).

B20 a) The Canadian health administrator study. b) National survey of health administrators through a mailed questionnaire. It gathered baseline data on health administrators in all work sectors (hospitals, public health, long-term care, etc.) regarding their numbers and distribution; their demographic and professional characteristics; their opinions as to the relative importance of various knowledge areas and skills necessary to the performance of their jobs, now and ten years hence; their interest, opinions and records of participation in continuing education; and their reliance on selected skills in the daily conduct of their jobs. c) March 1979. d) John E.F. Hastings, Fac. of Medicine, University of Toronto.

B21 a) An economic analysis of factors influencing the number of hospital employed nurses. b) The study's purpose is to assess and evaluate the impact of wages, hospital size, output, location and nursing education activities on the number and type of professional nurses employed by hospitals and to develop a model for predicting employment levels of nurses by hospitals. A multiple regression model is used for analysing the relationships among the variables. c) March 1980. d) B.S. Latchman, Ontario Nurses Association, Suite 1401, 415 Yonge St., Toronto, Ont. M5B 2E7.

B22 a) Manitoba community colleges skills training graduates follow-up. b) Survey of all 1978 graduates of 134 skills training courses in Manitoba community colleges to investigate their post-training outcomes regarding employment, job satisfaction, labour market status, industries worked in and

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

future education plans. c) Jan. 1980. d) Barry J. Warrack and Terry Masse, Research Branch, Department of Labour and Manpower, 409-401 York Ave., Winnipeg, Man. R3C 0P8.

B23 a) Manitoba community colleges skills training non-graduates follow-up. b) Survey of all non-graduates of skills courses in Manitoba community colleges to investigate reasons for not graduating, post-training outcomes regarding employment and labour market status, job satisfaction, occupation, industry of employment and future education plans. c) Jan. 1980. d) Barry J. Warrack and Maureen Grant, Research Branch, Department of Labour and Manpower (see above).

B24 a) Système général de gestion des ressources en pédagogie universitaire. b) Le système repose sur une banque de ressources définissant le domaine de la pédagogie universitaire: documentation, ressources humaines, activités structurées, lieux de stage et d'observation. L'usager, professeur ou conseiller pédagogique, peut notamment préciser ses besoins de formation, être orienté vers une ressource de la banque, utiliser cette ressource et compléter sa démarche systémique par des activités d'évaluation. Le système opère grâce à un support informatique essentiel où voisinent des activités classées au chapître du CMI et du CAI. La banque, taxonomisée selon un modèle comparable aux banques bibliographiques, peut être consultée principalement par ordinateur. On peut s'inscrire au système et spécifier son besoin de formation par un dialogue en mode conversationnel avec l'ordinateur. Les activités d'évaluation reliées au système se font sur ordinateur. c) Déc. 1980. d) Huguette Bernard, Denis Blondin, Suzanne Boyer, Jean-Marc Cyr, Pierre Dalceggio, France Fontaine, Claude Lamontagne, Jean-Marc Leclerc, Serge Normand et Monique Potin, Service pédagogique, Université de Montréal.

B25 a) Direct economic impact of the University of Manitoba on the Manitoba economy, 1978-79. b) The 17-page paper analyses the "cash flows" into and out of the province and the cash flow expenditures and revenues of the government of Manitoba arising from the existence of the university. c) Nov. 1979. d) D.R. Campbell and T.G. Falconer, University of Manitoba.

B26 a) Evaluation des programmes d'aide financière à la recherche. b) Mise au point d'un modèle d'évaluation. Utilisation du modèle pour évaluer et restructurer les programmes d'aide financière à la recherche de l'Université du Québec à Montréal. c) Déc. 1980. d) Denis Bertrand et Louise Normandeau, Université du Québec à Montréal. f) Conférences au Comité de recherche, science et politique, Association Internationale de Science Politique, août 1979 et oct. 1980.

B27 a) Evaluation of a teacher education program: benefits and impediments in a small institution. b) The QAULTEP project is a longitudinal study designed to follow all University of Lethbridge teacher education students from their pre-education days through five years of teaching. It examines relationships within and among five categories of teaching success and has as its ultimate goal the development of a model for evaluating teacher education programs. This paper focuses on specific problems such as personnel, financing and expertise and on advantages such as communication and cooperation. c) April 1980. d) Vern Dravland, Fac. of Education, University of Lethbridge.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEVRE

f) To be presented at A.E.R.A., Boston, 1980.

B28 a) Jobs for teachers who qualified from the college of education in 1978-79. b) Survey of a 25% stratified sample of students from teacher education programs who attended the University of Saskatchewan in 1978-79 and were eligible for a teaching certificate by the 1979 spring convocation. Results indicate that the overall job success rate for those who actively sought employment was 85.7% which is comparable to last year's rate. Of those who got teaching positions, 90.2% were in Saskatchewan and 67.6% of these were in rural jurisdictions. c) Dec. 1979. d) Bikkar S. Randhawa, College of Education, University of Saskatchewan. f) Information and Research Report IRR-79-2, Education Research Resources Centre, University of Saskatchewan.

B29 a) Canadian nursing doctoral statistics, 1980. b) Inventory and analysis of Canadian nurses holding earned doctoral degrees and working in Canada, and Canadian nurses currently enrolled in doctoral programs in Canada and elsewhere. c) April 1980. d) Jenniece B. Larsen and Shirley M. Stinson, Fac. of Nursing, University of Alberta. f) To be published by Canadian Nurses' Association, Spring 1980.

B30 a) Kellogg national seminar on doctoral preparation for Canadian nurses. b) National analysis of trends, issues and priorities regarding doctoral preparation for Canadian nurses: kinds, locales, numbers of nurses needed, employment opportunities, research development needed. c) June 1979. d) Shirley M. Stinson, project director (see above). f) G. Zilm, O. LaRose and S.M. Stinson, *PhD (Nursing)*, Canadian Nurses' Association, 1979, 67 p., $5.00.

B31 a) An analysis of educational expenditures in Ontario (1950-1975) and predicted future trends. b) The project, now in its third year, has as its main objective an in-depth analysis of educational expenditure with a view to making predictions for the future up to 1985. c) April 1980. d) M.L. Handa, Dept. of Educational Planning, Ontario Institute for Studies in Education.

B32 a) The social and political implications of the employment situation for educated youth. b) This study of unemployed and underemployed youth will involve conducting in-depth interviews with a representative sample of 1976 graduates in five major metropolitan areas in Canada. c) April 1980. d) E.B. Harvey, Dept. of Sociology, Ontario Institute for Studies in Education.

B33 a) Ontario university enrolment projection model. b) Forecasting flow model based on estimated student demand for places corrected by a number of exogenous variables. c) 1980/81. d) C. Watson, Higher Education Group, and S. Quazi, Dept. of Educational Planning, Ontario Institute for Studies in Education.

B34 a) Ontario colleges of applied arts enrolment projection model. b) Forecasting model based on estimated student demand for places corrected by economic factors such as labor market information and for "trading" flows with universities. c) Preliminary results May 1981. d) C. Watson and S. Quazi (see above).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

B35 a) Youth unemployment in Ontario and Canada: problems and policies. b) The study investigates the causes of youth unemployment, examines the various measures for alleviating the situation proposed and/or in operation in Canada, and compares Canadian manpower programs with programs in other OECD countries. c) April 1980. d) S. Quazi and J. Sen, Dept. of Educational Planning, Ontario Institute for Studies in Education.

B36 a) A demographic model of Simcoe County, Ontario, for the purposes of projecting demand for postsecondary education. b) Development of a computer-based demographic projection model that can be used to project demand for postsecondary education services in a region, taking into account factors such as migration, participation rates, etc. It was specifically applied to Simcoe County in this study, but may be used in any area for which input data are available. c) Sept. 1978; revised and updated July 1979. d) David E. Coates, York University. f) Results obtainable from Jeannette Morgan, Research and Evaluation Branch, Ministry of Colleges and Universities, 15th floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B37 a) Analysis of results of the survey of the 1976 PhD recipients from Canadian universities. b) Analysing the results of the Statistics Canada survey of 1976 PhD recipients, the report presents an overview of PhD employment, outlines employment patterns and prospects by economic sector, discusses the different patterns in the humanities and social sciences vs. science and engineering, looks at the future prospects for women PhDs, and examines international mobility of PhDs. c) Sept. 1979. d) University Relations Branch, University Affairs Division, Ministry of Colleges and Universities, 9th floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B38 a) La définition du centre des média à construire au Collège de Sainte-Foy. b) Etude en trois parties: présentation de l'environnement et du contexte (le Collège de Sainte-Foy); étude détaillée du problème (historique, définition, objectif et contraintes générales et spécifiques, options possibles au niveau d'ensemble du système centre des média et au niveau de ses fonctions); recommandations quant aux caractéristiques du centre à construire et à sa description (modèle systémique, technologie, organisation). c) Avril 1979. d) Marc Lebel et Jean-Claude Lemieux, Cégep de Sainte-Foy, 2410, chemin Sainte-Foy, Sainte-Foy, Qué. G1V 1T3. f) Le rapport, 130 p., $9.10, peut être obtenu du Service des ressources didactiques, Cégep de Sainte-Foy.

B39 a) Development of a monograph and serial price index. b) Presenting a methodology to assess the discrepancy between the level of library acquisitions of the last ten years and the price index increase for the same commodity, the paper deals mainly with the various steps and difficulties involved in developing such a price index while taking into account cost fluctuations of library materials across academic disciplines and countries of origin. The method is applied to the library acquisitions component and to other commodities at the Université de Montréal. c) May 1980. d) Charles H. Belanger and Lise Lavallée, Bureau de recherche institutionnelle, Université de Montréal.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

B40 a) Report of the pilot study on the costs of university research. b) Undertaken for the federal/provincial Canadian Committee on Financing University Research, the study developed a methodology for determining the direct and indirect costs of university research and implemented it at six universities (UBC, Calgary, Laval, Manitoba, McMaster and UNB). The results show that, at these institutions, the ratio of indirect to direct expenditures in research activities varies from 47% to 63%, with a median of 52% and a weighted average of 51%. Separate ratios for various discipline groups are also calculated. c) June 1979. d) Steering Committee for the Pilot Study on the Costs of University Research, A.H. Headlam, chairman, University of Waterloo. f) Report, in English or French, available from Council of Ministers of Education Canada, Suite S-500, 252 Bloor St. W., Toronto, Ont. M5S 1V5.

B41 a) Expenditures on sponsored research. b) Application of the Report of the pilot study on the costs of university research (see B40 above). Estimate of total expenditures on sponsored research, direct costs and overhead for 1967-68 to 1977-78, by province. c) Dec. 1980. d) Anthony Horvath, Education, Science and Culture Division, Statistics Canada, Coats Building, Tunney's Pasture, Ottawa, Ont. K1A 0T6.

B42 a) Price index for university education. b) To establish a price index for university operating expenditures for the provinces, regions and Canada, 1967-68 to 1977-78. c) April 1980. d) Anthony Horvath (see above).

B43 a) The class of 2001. b) A study of school-age population trends and their implications on the education system (enrolments, teachers, finance and output from the education system) for 1961 to 2001. c) Feb. 1979. d) W. Clark, M.S. Devereaux and Z. Zsigmond, Education, Science and Culture Division, Statistics Canada, Coats Building, Tunney's Pasture, Ottawa, Ont. K1A 0T6.

B44 a) Underemployment of 1976 postsecondary graduates in June 1978. b) Brief study of the mismatch between educational level and minimum educational requirements of full-time jobs held in June 1978 by 1976 post-secondary graduates. Consisting mainly of tables and charts with minimal text, the study explores such areas as underemployment by field of study and geographic region, future educational plans, underutilization of manpower, etc. c) June 1980. d) W. Clark and Z. Zsigmond (see above).

B45 a) Labor force experience of 1976 university and college graduates in Canada. b) Study focusing on work experience since graduation, job satisfaction, satisfaction with educational program and plans for further education. Occupation and industry coding classifications were used for those employed. c) March 1979. d) D. Lynd, Education, Science and Culture Division, Statistics Canada, Coats Building, Tunney's Pasture, Ottawa, Ont. K1A 0T6.

B46 a) Labor force experience of 1976 doctoral degree recipients in Canada. b) Study focusing on some aspects of the labor market experience

of doctoral graduates who obtained their degrees in 1976. It concentrated on types of jobs obtained, extent of job satisfaction and extent of satisfaction with particular aspects of the doctoral program. c) March 1979. d) D. Lynd (see above) and Provincial Ministries of Education. f) Statistics Canada Catalogue no. 81-571, *1976 University and College Graduates - Doctoral Degree Recipients*.

B47 a) University research in jeopardy - the threat of declining enrolment. b) Examination of steps that must be taken to preserve and enhance the quality of research, and teaching, in the face of the imminent decline in the size of the 18-24 age group. c) Jan. 1980. d) D. J. Le Roy, Science Council of Canada, 100 Metcalfe, Ottawa, Ont. K1P 5M1. f) Scinece Council Report no. 31.

B48 a) The chiropractors in Canada: a study of recruitment, training and practice. b) The study focuses on the recruitment and training of students at the Canadian Memorial Chiropractic College and their transition from students to practising chiropractors, the nature and scope of chiropractic practice in Canada and its role in the health care system, and chiropractic patients. c) June 1979. d) Merrijoy Kelner, Div. of Community Health, University of Toronto. f) *The chiropractic model of health care* (forthcoming), Fitzhenry and Whiteside (pubs.), Toronto.

B49 a) University enrolment in Ontario: the coming decade. b) Forecast of Ontario university enrolments in the 1980s and examination of factors influencing enrolments. c) Sept. 1979. d) Eliot C. Higbee. e) Assistant to the President, Special Projects, McMaster University.

B50 a) Employment survey of 1979 university graduates. b) Survey, designed in collaboration with some university placement counsellors, of all spring 1979 graduates to determine their employment situation about eight months after graduation, their salary level and the fit between field of study and employment. c) June 1980. d) Thomson Lightstone & Co. Ltd., 60 Shaftesbury Ave., Toronto, Ont. M4T 1A3. f) Results to be published by Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B51 a) Analysis of demographic trends, university enrolment, participation rates and highly qualified manpower demand in Alberta. b) Attempt to provide a focused analysis from an Alberta university perspective on four major themes: demographics, postsecondary enrolment and participation rates, educational output and the labor force, and occupational demand in Alberta. While trends and comparisons across Canada are examined, the main focus is on the impact of population trends upon postsecondary enrolment in Alberta. c) May 1979. d) Shepard Braun, Office of Institutional Research, University of Calgary.

B52 a) Analysis for institutional decision: the problem of faculty rank distribution. b) Doctoral thesis identifying the characteristics of decision making implicit in the designs of analysis intended to support institutional decisions. As a case for examination, the study focuses on the problem of faculty rank distribution in universities as treated in faculty

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

flow models. c) June 1980. d) Craig J. Greenhill, Office of Institutional Research, University of Calgary.

B53 a) Economic impact study. b) Attempt to assess the economic impact of the University of Calgary on the City of Calgary. The study, maintained over ten years, will provide an update to the university's profile in an economic context and a re-examination of the methodology relevant to these types of studies. c) Sept. 1980. d) Alexis Fundas, Office of Institutional Research, University of Calgary.

B54 a) Issues in the theory of planning and analysis used to support funding of higher education. b) Attempt to isolate and address general theoretical questions which arise in consideration of funding of institutions by the system authority. Many analytical constructs have been used over the past decade, but there is no unified theory or language which allows general aspects to be developed. Seventy or more jurisdictions have been reviewed and this comparative approach helps to identify general issues. c) June 1980. d) Bernard S. Sheehan, Office of Institutional Research, University of Calgary. f) Monograph to be published by Center for Educational Management, University of Hawaii.

B55 a) Space scheduling alternatives. b) Simulation of alternative institutional class timetables to examine potential for space renovation/ reallocation and energy conservation in campus buildings. Software being used is the generalized academic scheduling program (GASP IV) developed at the Massachusetts Institute of Technology. c) Nov. 1980. d) Eric A. Hillman and Wayne P. Kelly, Office of Institutional Research, University of Calgary.

B56 a) Space planning formula. b) To describe and illustrate the way space needs are calculated and the method of the formula's practical application to space planning and allocation at the University of Calgary. c) Oct. 1979. d) Wayne P. Kelly (see above).

B57 a) Structure et fonctionnement des systèmes administratifs d'information de gestion dans les universités canadiennes. b) Faire une recherche auprès des universités sur la structure et le fonctionnement qu'ils ont adoptés pour la gestion de leurs systèmes d'information. Par la suite, les informer de l'évolution de cette gestion dans le milieu universitaire. c) Nov. 1979. d) Jean-Marie Rochon, Service d'organisation et méthodes, Université Laval. f) Les résultats en français ou en anglais peuvent être obtenus de CAUBO/ACPAU, 151 Slater, Ottawa, Ont. K1P 5N1.

B58 a) Identification of relative power amongst faculties in universities. b) Study in five Canadian universities to test an analytic technique which enables one to develop a utility function for each faculty in an institution. This function in turn provides a tool for identifying three power indices: influence in budgetary allocations, academic policy making and planning. c) Aug. 1979. d) W.G. Nediger, Fac. of Education, University of Western Ontario.

B59 a) Power generating variables in unviversity faculties.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

b) A factor analysis is performed on the data gathered in the project mentioned above (see B58). Implications of the factor analysis solutions are examined with respect to the formation of a series of normative guidelines for faculty behavior under various circumstances. c) May 1980. d) W.G. Nediger (see above).

B60 a) Career opportunities for music graduates in Ontario. b) To investigate the possibilities of training at academic institutions in fields other than performance and pedagogy (radio, television, criticism, instrumental repair, administration, etc.); the existing qualifications required of those holding positions in fields related to musical activity in the community; the possibility of eventually matching the skill and preparation of music graduates with the need of a large structure which is supporing a musical culture. c) In progress. d) Damiana Bratuz, Fac. of Music, University of Western Ontario.

See also/Voir aussi:

A6 Research productivity, university revenue and scholarly impact (citations) of 169 American, British and Canadian universities (1977).

A7 Research productivity, university revenue and scholarly impact of 31 Canadian universities.

A16 International cooperation in agricultural development: some administrative dimensions.

A24 Collective bargaining in higher education: a bibliography/Le syndicalisme et l'enseignement supérieur: une bibliographie.

A25 Newfoundland Task Force on Education.

A39 Organizational structure of Ontario colleges of applied arts and technology.

A46 Canadian doctorates in social work and social welfare: a survey report.

A51 Institutional planning, studies and analysis.

A60 An examination of the development and rationalization of secondary education in 19th century Ontario.

C6 First-class: a survey of Canadian teachers in their first year of service.

C86 Follow-up studies on the success of education graduates.

D2 Sex and pensions: submission to the Ontario Select Committee on Company Law.

D5 Ontario faculty mobility study.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

D7 Planning alternatives and budgeting flexibility in shaping faculty profiles.

D8 Instructional workload statistics and indicators for the Faculty of Medicine.

D9 Collective bargaining in the university: long-term academic and administrative implications.

E3 Outcome assessment of university graduates.

E8 Linking education and work in Ontario.

E11 Citizenship of students and faculty in Canadian universities - a statistical report.

E12 La citoyenneté des étudiants et des professeurs dans les universités canadiennes - rapport statistique.

E25 Report of the task force on graduate student financial support.

E26 Survey of career goals of medical students in Canada.

E43 Enrolment patterns and academic performance of male and female students at the University of Alberta, 1970-71 to 1978-79.

E44 Growth rates of faculties 1969-70 to 1978-79.

E45 Survey on shelter: how students live.

E48 The fate of female graduates.

F5 A functional definition of continuing education for boards of education in Ontario.

F17 Policies and practices in university continuing education in Atlantic universities.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Behavioral description index - a new format for teaching evaluation. b) Design of a behavioral description index to evaluate commerce teaching in a small university. It is also intended to compare the psychometric properties of the new format of evaluation with traditional behaviorally anchored rating scales and graphic formats to examine possible advantages of the index over the other two. c) Dec. 1980. d) H.F. Schwind and T.P. Hari Das, Dept. of Management, St. Mary's University.

C2 a) Scolarisation prolongée de jeunes handicapés mentaux âgés de 18 à 21 ans. b) Elaborer, expérimenter et évaluer un programme pédagogique adapté aux besoins et possibilités de jeunes handicapés mentaux. c) Juin 1982. d) Mack St. Louis et Jean Vachon, Université du Québec à Trois-Rivières.

C3 a) Créativité et réponse du cortex cérébral. b) La dynamique des associations à la base du processus de la créativité se manifeste par la modification de l'amplitude et de la vélocité des ordres cérébraux. Cette recherche a pour but de mesures les principales modifications de l'énergie du cortex cérébral en phase de créativité. c) 1981. d) Achille Leblanc, Dépt d'ingénierie, et Madeleine Roy, Dépt des sciences de l'éducation, Université du Québec à Trois-Rivières.

C4 a) Pre-student teaching field experience programs in Canada. b) Survey of all Canadian institutions offering certification in teaching to explore the existence of pre-student teaching field experience programs. The nature of, and problems associated with such programs will be studied. Program evaluation schemes will also be examined in order to develop a system for evaluating the effectiveness of exploratory field experience. c) June 1981. d) R. James Twa, Fac. of Education, University of Lethbridge.

C5 a) Staff development in Canadian universities. b) Data obtained through a questionnaire to all universities should provide information on the effort directed toward staff development and the trends in strategies used for staff development. The information will build upon the work of Shore and Donald in the *Index of Pedagogical Services in Canadian Colleges and Universities*. c) April 1980. d) R.L. Hedley, Fac. of Education, University of Manitoba.

C6 a) First class: a survey of Canadian teachers in their first year of service. b) Cross-Canada survey of opinions of teachers concluding a first year of service. c) 1979. d) E.L. Edmonds, Fac. of Education, University of Prince Edward Island; Frederic Bessai, Fac. of Education, University of Regina. f) Report, ISBN 0-919013-00-7, 76 p., available from University of Prince Edward Island Bookstore.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C7 a) Levels of cognitive complexity and the design of accounting curriculum. b) Paper examining the cognitive complexity construct from the point of view of accounting pedagogy. Literature from the discipline of education on students' cognitive complexity is brought to bear on the problems of teaching accounting. The analysis leads to the conclusion that knowledge about the existence of the cognitive complexity construct and its level is important to accounting educators for curriculum design. Several specific implications of the construct for accounting education are suggested. d) Joel H. Amernic, Dept. of Political Economy, University of Toronto; Robin J. Enns, Fac. des sciences de l'éducation, Université de Moncton. f) *Accounting Review*, vol. LIV, no. 1, Jan. 1979, pp. 133-146.

C8 a) Do student ratings of graduate-level laboratory instructors predict how students like labs? b) Examination of the possibility that graduate-level lab instructors influence students' attitudes towards laboratory work. It was found that students who saw these instructors as being effective also felt labs were more enjoyable, of greater value, taught material not covered elsewhere, and an aid to non-laboratory related exam questions, relative to students taught by "poorer" instructors. The consequences of these instructor differences were examined. A secondary finding indicated that better instructors tended to be those doing better in their own graduate research projects. d) W. Newby and A. Katz, Dept. of Psychology, University of Western Ontario. f) To be published in *Teaching of Psychology*.

C9 a) Etude comparative des structures et des programmes des écoles de sciences de l'information des pays francophones. b) Dans le cadre de l'Association internationale des écoles de sciences de l'information du monde francophone (Algérie, Belgique, France, Maroc, Canada, Sénégal, Suisse, Tunisie), on a à connaître les structures, les programmes et les diplômes des écoles de sciences de l'information (bibliothéconomie, documentation, informatique documentaire) de niveau universitaire. L'étude comparative a été faite par une revue de la documentation, des visites de certaines écoles et un questionnaire envoyé à chaque école. c) Fév. 1980. d) Marcel Lajeunesse, Ecole de bibliothéconomie, Université de Montréal. f) *Répertoire des écoles des sciences de l'information*, AUPELF, Montréal, 1979, 134 p. "La formation des professionnels de l'information dans les pays francophones: étude comparative", *Revue de l'Unesco pour la science de l'information, la bibliothéconomie et l'archivistique*, vol. 1, no 2, avril-juin 1979, pp. 130-141 (aussi dans les éditions anglaise et espagnole de la même revue).

C10 a) Evaluating instructional development programs. b) Description of an informal survey of instructional developers in several countries who were asked how they evaluated the effectiveness of teaching improvement programs at their own institutions. Evaluation efforts were classified into three categories: monitoring activities within a program, measurement of attitudes to the program, and collection of empirical evidence of change in student learning. The survey revealed that most efforts have been in the first two categories and that many instructional developers resist formal assessment of their activities. d) Christopher K. Knapper, Teaching Resource Person, University of Waterloo. f) *Proceedings*, Fifth International Conference on Improving University Teaching, London, England, July 1979, pp. 1641-1655.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C11 a) Evaluating instructional technology. b) A forthcoming book discusses the development of instructional technology (ranging from computer-assisted instruction to instructional television) and describes different approaches to evaluating its effectiveness in accordance with a number of different learning objectives. A number of case studies are presented, including some from a Canadian context. c) 1980. d) Christopher K. Knapper (see above). f) To be published by Croom Helm Ltd., London, England, 1980.

C12 a) The development of a computer-assisted instructional program to help teachers in training understand the reading process. b) Description of the development of a CAI program to help teachers in training understand the reading process and the language constraints affecting it. Major components are: need for the program, development of exercises based on an adequate model of the reading process, examination of existing CAI reading programs, adaptation of the exercises to an IBM 5100 computer, project evaluation, and research implications. c) June 1979. d) Larry Miller and Dale Burnett, Fac. of Education, Queen's University. f) *Proceedings*, Tenth Annual Ontario Universities Computing Conference, H. Taylor, ed., pp. 11-28.

C13 a) Formation autonome scientifique et technologique (FAUST). b) Etude, organisation et mise en oeuvre d'un programme de formation fondamentale en science et en technologie, du niveau du 1er cycle (baccalauréat général), diffusé à distance et s'adressant à des étudiants adultes. c) Mars 1980 pour la proposition; sept. 1982 pour la réalisation d'un premier certificat. d) Lawrence Ramsay, Télé-université, 214, ave St-Sacrement, Québec, Qué. G1N 4M6.

C14 a) Guide to the teaching dossier: its preparation and use prepared by the Teaching Effectiveness Committee of the Canadian Association of University Teachers. b) The work outlines purposes of evaluating teaching methods and advantages of preparing teaching dossiers, instructs professors on how to create a teaching dossier and its administrative use, and includes sample elements and a bibliography. c) 1980. d) Bruce M. Shore, Centre for Teaching and Learning Services, McGill University. f) *CAUT Bulletin*, early 1980.

C15 a) Videotaped self-instructional modules on oral and facial pain. b) Preparation of videotaped self-instructional packages for use by students and faculty on the clinical problems of oral and facial pain. c) April 1980. d) R.I. Brooke, Fac. of Dentistry, University of Western Ontario.

C16 a) Instructor/course evaluation research. b) Literature review of reliability and validity of such instruments. Development of a reliable and valid instrument of Ryerson Polytechnical Institute. c) Sept. 1982. d) John Roth, Psychology Dept., Ryerson Polytechnical Institute.

C17 a) CAI in pharmacology at the University of Alberta. b) Three-year project to develop and test the suitability of computer-assisted instruction in teaching pharmacology to pharmacy, medical and dental students. The purpose is to evaluate the learning when CAI is used, to determine aspects of pharmacology best taught with CAI, and to compare CAI results with those obtained using other teaching techniques. c) Sept. 1980. d) Louis A. Pagliaro, Fac. of Pharmacy, and David A. Cook, Charles M. Bidwell and Charles

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Heath, Fac. of Medicine, University of Alberta. e) C. Heath or L.A. Pagliaro. f) ADCIS Proceedings, vol. 1, 1979.

C18 a) Cardio-pulmonary resuscitation study. b) The study investigates the effect of time on knowledge and skills and their relationship to perception. The effects of training are studied by examining the conduct of learners in CPR incidents before and after training and by detailing the performance and outcome of CPR incidents in a community hospital. Method: participant questionnaires, knowledge test and skill test measured by a recording mannequin. The study of CPR incidents in a hospital is undertaken through interviews. c) April 1980. d) David A. Gass and Lynn Curry, Div. of Continuing Medical Education, Dalhousie University.

C19 a) Development of written simulations for use in a diploma nursing program. b) Project to develop several written simulations of nursing situations, designed to test knowledge and judgement of diploma nursing students. They will be incorporated into comprehensive examinations used at the end of the program to test integration of knowledge from nursing and support courses in the program. c) April 1980; follow-up 1981-82. d) Glenna Gorrill, Nursing Dept., Red Deer College, P.O. Box 5005, Red Deer, Alta. T4N 5H5.

C20 a) Cowichan Indian training project. b) Training project to facilitate economic development in a variety of business settings on an Indian reserve. Products developed to date include a board of directors training program, fresh vegetable grading workshops and human skills development workshop. c) Aug. 1980. d) Mike Ryan, John Walker and Terry Clement, Instructional Development Dept., Camosun College, 1950 Landsdowne Road, Victoria, B.C. V8P 5J2. e) Terry Clement.

C21 a) Special education services model. b) Paper presenting a model for delivering educational services to the adult handicapped through the community college. c) June 1979. d) Graham Baldwin, Dale Stanley and Terry Clement, Instructional Development Dept., Camosun College (see above). e) Terry Clement.

C22 a) ISTEMS (instructional skills for the training and education of the multi-handicapped student). b) To facilitate the movement of the handicapped individual into a normal environment, an audio-visual program for in-service training has been designed to provide skills to instructors and others who will be working with the adult handicapped or multi-handicapped for the first time. c) March 1980. d) Graham Baldwin, Dale Stanley and Terry Clement (see above). e) Terry Clement.

C23 a) Retention of first-year economics. b) The project is concerned with factors accounting for the learning, understanding and retention of basic economic principles. Initial knowledge of economic principles was measured by 1971-72 student performance on a 45-question multiple-choice test; since then, both economics students and students in a control group have been retested a number of times, with the last test five years after the initial exposure to economics. The study shows that significant differences continue to exist in levels of economic knowledge between those who took economics and those who did not, that students do retain acquired economic knowledge and that retention

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

is positively related to the economic content of the university program. c) 1979. d) David Wilton, Dept. of Economics, University of Guelph; R.W. Crowley, Central Analytical Services, Department of Labour, Place du Portage Phase II, Ottawa, Ont. K1A 0J2. f) *Journal of Economic Education*, Spring 1974; *Canadian Journal of Economics*, Nov. 1974 and Feb. 1980.

C24 a) A study of the influence of numerical involvement and problem structure on the processes used to solve problems in chemistry at the introductory university level. b) Asked to sit for four sessions, students are presented with problems related to two areas of introductory chemistry. After a student has attempted to solve a problem, he is interviewed in order to understand the nature of and motivations for the processes used. An analysis system involving modified systemic networks is being developed to code the information obtained in an attempt to determine the similarities and differences in the ways students solve problems with structural and numerical variation. c) Aug. 1981. d) H.G. Elliott, Chemistry Dept., Memorial University; P.J. Black, Chelsea College, University of London.

C25 a) Production of learning materials in communicative disorders. b) The faculty of the communicative disorders program have embarked on a continuing education program to develop competence in production of learning materials for the undergraduate curriculum. Final performance for each member of the group entails completion of one learning package. The faculty will gain skills necessary to write instructional objectives for student performance, devise criterion tests to reflect the objectives, select the media and prepare appropriate materials, evaluate student performance and effectiveness of the learning materials, and use the results of the evaluation to revise and improve other instructional materials in the curriculum. c) April 1980. d) Herbert A. Leeper, Jr., Program in Communicative Disorders, and Bruce P. Squires, Office of Health Sciences, Educational Development, University of Western Ontario.

C26 a) Faculty development. b) To evaluate the impact of faculty development learning activities on the teaching skills of faculty. c) June 1980. d) M. Brennan, Family Medical Centre, Victoria Hospital, 520 Hamilton Road, London, Ont. N5Z 1S4; W. Weston, Byron Family Medical Centre, 1228 Commissionners Road W., London, Ont. N6K 1C7.

C27 a) Environmental education: principles, methods and applications. b) Book based on a 1978 environmental education symposium in Israel. Its five sections deal with the nature of environmental education, its successes and failures, its methodologies, integrative sciences and environmental education, and application of integrated environmental education. c) Dec. 1979. d) Edited by T.S. Bakshi, Athabasca University, and Z. Naveh, Technion-Israel Institute of Technology, Haifa, Israel. f) To be published by Plenum Publishing Corp., New York.

C28 a) Revue des écrits sur le sujet et essai de rationalisation d'un modèle fonctionnel, économique de formation pratique dans les secteurs universitaires professionnels. b) Suite à une problématique d'économie des modèles de formation professionnelle, on a recueilli les textes les plus significatifs dans le domaine et on les présente synthétiquement: rationnels, formes diverses,

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

rôles des agents de formation et enseignement pratique dans le monde. Le document (146 p.) termine la réflexion par une hypothèse de travail pour une suite de l'étude. c) Première partie: oct. 1979. d) Philippe Dupuis et Jean-François Dion, Fac. des sciences de l'éducation, Université de Montréal.

C29 a) Rapport sur le stage de quinze administrateurs scolaires français. b) Dans le cadre de la formation d'administrateurs scolaires français, on présente le programme qui leur a été offert dans un projet spécial de perfectionnement à l'Université de Montréal. Le rapport (429 p.) comprend aussi bien la perception qu'ont les stagiaires du contenu théorique que leur compréhension du système administratif scolaire québécois. c) Mai 1979. d) Philippe Dupuis (voir plus haut).

C30 a) An evaluation of a course educating undergraduate social work students for socio-technical innovation. b) Evaluation of a developmental research course using a quasi-experimental design. Students in this course and a contrast group are tested with two measures, pre- and post-test, to determine the effect of course content and methodology upon creativity and innovation. c) Aug. 1980. d) Bernard Gelfand, Social Work Dept., Ryerson Polytechnical Institute.

C31 a) A quality education for accountants. b) The curriculum and format of instruction that will optimize the education for accountants. c) Dec. 1980. d) Al Hunter, Dept. of Management Arts, University of Lethbridge.

C32 a) Teaching critical thinking in higher education. b) Analysis of student papers and theses to examine how students express critical thinking as a higher-order intellectual skill. c) Ongoing. d) John J. Furedy, Dept. of Psychology, University of Toronto; Christine Furedy, Div. of Social Science, York University. f) *Canadian Journal of Higher Education*, vol. VIII, no. 1, 1978; *Teaching of Psychology*, 1977; *Improving College and University Teaching*, 1979.

C33 a) Team teaching: potential, problems. b) Discussion of the development of team teaching in the humanities and social sciences at York University with suggestions for team teaching's potential use in faculty development and "redeployment". c) Ongoing. d) Christine Furedy, Div. of Social Science, and Elaine Newton, Div. of Humanities, York University. f) To be presented at 5th International Conference on Improving University Teaching, 1980.

C34 a) Work/study programs. b) Examination of the stated goals of work/study and cooperative education programs in Canada and the USA. c) Ongoing. d) Christine Furedy, Div. of Social Science, and Janette Baker, Teaching Skills Program, York University. f) To be presented at 5th International Conference on Improving University Teaching, 1980.

C35 a) Improving lecturing in higher education. c) 1979. d) Christine Furedy (see above). f) *Canadian Journal of Higher Education*, vol. IX, no. 1, 1979.

C36 a) Analyse du concept de soi chez les étudiants-maîtres du secteur professionnel (en comparaison avec les étudiants-maîtres du secteur général).

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

b) Etude longitudinale de l'évolution du concept de soi chez les maîtres et étudiants-maîtres en enseignement professionnel, comparativement à ceux du secteur général. Le fait d'être inscrit ou non à un programme de formation des maîtres, à l'UQAM ou dans d'autres universités, et le prestige attribué par les sujets aux matières ou professions enseignées seront également étudiés. Deux instruments de mesures du concept de soi (TSCS, GPS) seront administrés, à six mois d'intervalle en vue d'établir la validité des résultats. c) Juin 1981. d) Marcel Lavallée et Louis Kelly, Dépt des sciences de l'éducation, Université du Québec à Montréal; René L'Ecuyer, Dépt de psychologie, Université de Sherbrooke.

C37 a) Le transfert des connaissances et des habiletés apprises chez des maîtres en exercice du secteur professionnel, dans un programme de formation universitaire de premier cycle. b) Cette recherche se préoccupe de vérifier et de mesurer le transfert des habiletés entre le milieu d'acquisition (programme de formation des maîtres) et le milieu d'utilisation (la classe). L'étude est effectuée pour plusieurs domaines de formation (psycho-pédagogie, culture professionnelle, spécialisation). c) Juin 1984. d) Marcel Lavallée, Serge Berthekot et Pham Thu Pham, Dépt des sciences de l'éducation, Université du Québec à Montréal.

C38 a) Competency-based approach to the definition of an occupation and development of a curriculum. b) The project's objective was to design and deliver, for selected staffs of four postsecondary non-university institutions, a training sequence on the competency-based approach to the description of an occupation and the development of a curriculum from that description. The report contains a description of the workshop and an evaluation by the participants at the end of the workshop and after they had a chance to use the learned skills. c) Feb. 1979. d) L. Morgan, Research and Academic Development, Northern Alberta Institute of Technology, 11762-106 Street, Edmonton, Alta. T5G 2R1.

C39 a) Evaluation report - drugs and alcohol education program. b) The report examines a group of selected students involved in an integrated program of drugs and alcohol education during the 1979 summer session at the University of New Brunswick. It examines the development of the course, student reactions and course outlines, and includes information on available resource material in drugs and alcohol education. c) Sept. 1979. d) F.C. Rankine, Div. of Educational Foundations, University of New Brunswick.

C40 a) The psycho-educational consultant service to day care project. b) Project devised to develop models of psycho-educational consultation which serve three purposes: to provide a field experience (with experienced assessors) in assessment and programming for graduate and undergraduate ECE students; to set up training programs in assessment and programming for day care teachers in the field; to evaluate current educational screening, assessment and programming practices in day care agencies. c) Dec. 1980. d) June Deller and Donald K. McKay, Dept. of Early Childhood Education, Ryerson Polytechnical Institute.

C41 a) The qualitative change in the teaching-learning transaction between faculty and students in a four-year degree program in early childhood education.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

b) Responses of first and fourth-year students and faculty will be compared between and to each other to determine the change that occurs in the nature of the transaction over a period of time as students mature in ego development, intellectual and ethical development and complexity of thinking. c) Sept. 1980. d) Phyllis Couse, Dept. of Early Childhood Education, Ryerson Polytechnical Institute.

C42 a) L'enseignement de l'anglais au collégial. b) La recherche se propose: d'étudier le processus pédagogique des enseignants d'anglais langue seconde au collégial et aux différents niveaux d'instruction (manuels et matériel didactique, laboratoire et moyens audio-visuels, plan d'enseignement, valeur attribuée à certaines pratiques pédagogiques); d'établir le profil statistique des enseignants compte tenu de l'âge, la langue maternelle, la région d'origine, la formation pédagogique et linguistique, les options didactiques puis le degré de satisfaction estimé des enseignants et enseignés; et de dégager les corrélations entre ces éléments pouvant permettre de définir les caractéristiques de l'enseignement de l'anglais au collégial au Québec et ses conséquences positives. c) Juin 1979. d) Elaine Chatagnier, Collège Ahuntsic, 9155, rue Saint-Hubert, Montréal, Qué. H2M 1Y8.

C43 a) Evaluation d'un essai de pédagogie développementale en marketing. b) L'expérience de pédagogie développementale en marketing inverse le cheminement pédagogique habituel. Celui-ci part de l'étudiant pour se diriger vers les ressources (le milieu, les banques d'information, les professeurs). Les finissants en option marketing des années 1976 à 1979 expérimenteront cette nouvelle approche en pédagogie, en techniques administratives, qui permet une symbiose de l'apprentissage théorique et de la pratique. La mise au point d'un outil de mesure, pour atteindre les visées de cette nouvelle pédagogie, et l'utilisation de celui-ci sur une population-test et une population-témoin favorisent l'insertion professionnelle de l'étudiant, l'épanouissement de son autonomie hors-profession et accélèrent son processus de développement personnel et organisationnel. c) Jan. 1980. d) J. Guillaume, Collège Ahuntsic (voir plus haut).

C44 a) Relation enseignants-enseignés. b) Il sera vérifié si la modification de la relation enseignants-enseignés a une influence significative sur le rendement académique des étudiants de collège 1 en mathématiques et sur les attitudes des étudiants face aux mathématiques. De là, deux questions: Est-il préférable de modifier les attitudes et comportements de l'enseignant ou de modifier les attentes des étudiants pour améliorer le rendement académique et les attitudes des étudiants? Existe-t-il des différences significatives entre les différentes façons de présenter à l'enseignant l'évaluation faite par l'étudiant? c) Juin 1979. d) Albert Noircent, Collège d'Alma, 675 boul. Auger ouest, Alma, Qué. G8B 2B7.

C45 a) Ressources et pratiques pédagogiques. b) Il s'agirait de: déterminer de quelles manières les ressources disponibles dans les collèges sont utilisées; préciser si ces ressources sont adéquatement utilisées compte tenu des objectifs poursuivis par les usagers; faire ressortir des éléments d'interaction entre l'utilisation des ressources et les pratiques pédagogiques ayant cours dans les collèges; et dégager des éléments de politiques propres à favoriser l'innovation ou le développement de la pédagogie dans les collèges.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

c) Juin 1979. d) Jacques Laliberté et la Commission des D.S.P., Collège Bois-de-Boulogne, 10555, ave de Bois-de-Boulogne, Montréal, Qué. H4N 1L3.

C46 a) Entraînement à la communication: évaluation de son influence sur une population d'étudiants faibles en français. b) Suite à l'expérimentation de cours de français correctif pour les étudiants faibles en français écrit, les étudiants ont acquis au plan de la phrase, une performance minimale. La recherche actuelle compte élaborer un cours d'entraînement à la communication qui mettrait l'accent sur l'adéquation des formes de discours employées aux situations diverses de communication en général et,en particulier aux formes largement utilisées par l'étudiant au collégial. Puis, il s'agira d'élucider le problème de l'ordre séquentiel de ces deux cours (le plan de la phrase ou celui du discours). Le rendement de cette méthodologie et de son contenu sera évalué au moyen de la performance linguistique et du contenu. c) Juin 1979. d) Georges Beaulieu, Jean-Paul Bourgeau et Michel Paquin, Collège Bois-de-Boulogne (voir plus haut).

C47 a) Nouvelle approche pédagogique en techniques de secrétariat. b) L'approche vise à combler des lacunes identifiées au niveau de la formation professionnelle des étudiants en techniques de secrétariat en: systématisant et vérifiant les éléments du diagnostic déjà posés; explorant la valeur des solutions envisagées ou déjà expérimentées ailleurs; articulant la méthode pédagogique de façon à pouvoir l'expérimenter en septembre 1979; et associant les autres collèges au diagnostic et à la critique des solutions proposées. Ainsi pourront être analysés les avantages et désavantages des stages intra et extra muros puis, les conditions assurant un lien plus étroit entre la formation et le marché du travail. c) Juin 1979. d) Doris Laplante, Collège Bois-de-Boulogne (voir plus haut).

C48 a) Expérimentation des stages en alternance de techniques de secrétariat. b) Un premier projet (voir C47 plus haut) voulait améliorer les constatations suivantes: la simulation n'offre pas de conditions favorisant l'initiative et le sens des responsabilités, et le cloisonnement des cours restreint la possibilité pour l'étudiant de concentrer ses connaissances. La création d'un bureau-maison doit suppléer cette situation en supervisant le stagiaire au collège, qui reçoit des tâches d'une compagnie donnée. Cette formule, le stage en alternance, s'est révélée préférable à la première solution. Les objectifs sont: fournir aux expérimentateurs une information structurée afin de préparer un guide d'utilisation; préciser, à l'aide des vues atteintes, des perceptions et des suggestions faites face à cette approche pédagogique, les modifications à privilégier dans une phase ultérieure d'implantation. c) Jan. 1980. d) Doris Laplante et Nicole Tessier, Collège Bois-de-Boulogne (voir plus haut).

C49 a) Evaluation of a learning centre. b) L'expérience démontre les nombreuses carences des collégiens en lecture et en écriture. L'établissement d'un centre d'apprentissage répond à ces besoins, en offrant une approche pédagogique personnelle dans laquelle l'étudiant est aidé techniquement par un ancien élève (le tuteur). Après deux ans de fonctionnement au Collège Champlain, l'encadrement ne s'applique plus seulement à l'anglais mais à d'autres disciplines aussi. Cette expérience se propose de produire des critères et des instruments de mesure permettant d'évaluer le fonctionnement du centre, d'évaluer l'efficacité de cette expérience par l'analyse des données

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

reliées au progrès de l'étudiant, et de décrire un modèle de centre d'apprentissage transférable dans tout le réseau collégial. c) Jan. 1980. d) Susan Woodruff et Susan Kerwin, Champlain Regional College, 900 Riverside Drive, St. Lambert, Qué. J4P 3N4.

C50 a) Motivation intrinsèque de l'étudiant et rendement scolaire. b) La recherche veut déterminer à l'échelle des collèges, les principes d'applicabilité du processus de motivation de l'étudiant. Le projet se divise en deux phases: imaginer une technique d'évaluation qui aidera le professeur à déterminer la motivation de l'étudiant; proposer une série de renforcements à partir desquels le professeur peut choisir ce qui serait susceptible de motiver l'étudiant. c) Jan. 1980. d) Gilles L. Talbot, Champlain Regional College, 1145, Jean-Dequen, Sainte-Foy, Qué. G1V 3E3.

C51 a) English placement test. b) Il n'existe aucun test de classement objectif en anglais pouvant être utilisé par les collèges anglophones pour évaluer les aptitudes des étudiants en lecture et en rédaction de textes. Ce projet se propose de valider et de normaliser la première expérimentation de "Lafontaine English placement test", mis en branle au Collège Dawson, et de créer et d'expérimenter une seconde version à titre de post-test. L'élaboration de ces tests doit permettre, aux étudiants, un choix éclairé en fonction de leurs capacités et, à l'institution, l'évaluation des cours actuels par la vérification du progrès de ces étudiants. c) Jan. 1980. d) Victor Haines, Dawson College, 350 Selby St., Westmount, Qué. H3Z 1W7.

C52 a) Analyse culturelle du cinéma québécois. b) On admet généralement que les média audio-visuels transmettent des messages culturels. Il est donc nécessaire d'enseigner aux étudiants les techniques qui leur permettront d'identifier et de déchiffrer ces messages, mais la seule utilisation de matériel audio-visuel américain ou anglais pour enseigner ces techniques est inadéquate dans le contexte québécois. Ce projet vise à analyser et cataloguer la télévision et le cinéma québécois dans ce contexte. Les données qui y ressortiront, remplaceront les données américaines ou anglaises établies dans les programmes d'enseignement. Ceci permettra aux étudiants d'améliorer leurs connaissances de la société québécoise tout en acquérant les techniques enseignées. c) Jan. 1980. d) Daphna Lenkhorn, Dawson College (voir plus haut).

C53 a) Les algorithmes pédagogiques. b) L'objectif principal est de rendre l'étudiant plus autonome au moyen des algorithmes pédagogiques pour réduire l'écart entre les objectifs de la formation professionnelle et les exigences des tâches à accomplir sur le marché du travail. La phase 1 élabore un modèle théorique de l'utilisation des algorithmes dans l'enseignement de l'électrotechnique. La phase 2 consiste à informer les professeurs sur les algorithmes pédagogiques, à les expérimenter dans un cours d'électrotechnique et à évaluer leur efficacité. c) Phase 1 juin 1979; phase 2 déc. 1980. d) Michel Amesse, Cégep de la région de l'amiante, 671 sud, boul. Smith, Thetford Mines, Qué. G6G 1N1; Jean-Paul Roussy, Cégep de la Gaspésie, C.P. 590, Gaspé, Qué. G0C 1R0. f) Un résumé de la 1ère phase, 11 p., est disponible.

C54 a) Les méthodes de travail scolaire au niveau collégial. b) La re-

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

cherche tente de cerner les conditions d'un apprentissage réussi et de répondre à deux questions: Les méthodes d'enseignement sont-elles importantes ou négligeables au niveau collégial? Les méthodes de travail sont-elles en relation directe ou indirecte avec l'apprentissage de l'étudiant? Le but est de vérifier les relations pouvant exister entre l'acquisition des méthodes de travail scolaire (prendre des notes de cours, chercher en bibliothèque et présenter des travaux scolaires) et l'apprentissage de notions de psychologie chez les collégiens. c) Jan. 1980. d) Yvonne M. Blais, Cégep de la Gaspésie, C.P. 590, Gaspé, Qué. G0C 1R0.

C55 a) Simulation par ordinateur pour l'enseignement en techniques infirmières. b) Le projet se propose d'examiner différentes méthodes en simulation par ordinateur, de créer un prototype en traitements infirmiers (selon De Gagné), de produire des modules en français et en anglais, et, de proposer une formule de socialisation pour implanter la simulation par ordinateur dans les collèges qui offrent le cours de "nursing". c) Jan. 1980. d) Anna Taylor, John Abbott College, C.P. 2000, Ste-Anne-de-Bellevue, Qué. H9X 3L9.

C56 a) Stage expérimental en techniques d'éducation spécialisée. b) Recherche d'un nouveau moyen pour répondre à un objectif de polyvalence de la formation de l'éducation spécialisée. c) Jan. 1980. d) Jocelyne Massé et Jacques Larocque, Collège de Joliette, 20 sud, rue St-Charles, Joliette, Qué. J6E 4T1.

C57 a) Lisibilité des textes utilisés en sciences humaines. b) La recherche vise à déterminer la lisibilité des textes fondamentaux utilisés par les professeurs du département de sciences humaines, pondérer certains facteurs reliés au niveau de difficulté, développer un instrument adéquat facilement applicable pour l'analyse ultérieure des textes, et ajuster le matériel présenté en fonction des étudiants. c) Jan. 1980. d) Marie Bolduc en collaboration, Collège de Jonquière, 65, rue St-Hubert, Jonquière, Qué. G7X 7W2.

C58 a) Opération maths-secours, aide-apprentissage individualisé. b) Le projet vise à mettre au point, à implanter et à évaluer un service d'aide individuelle en mathématiques orienté vers le dépistage et la correction des lacunes dans l'apprentissage de base, et, à analyser l'expérience en vue de l'appliquer à tous les étudiants du premier cours collégial en mathématiques qui, d'après leurs résultats, se dirigent fort probablement vers un échec. c) Jan. 1980. d) Madeleine Dôme, Raymonde Montpetit, Michel Thomassin et Raynald Papillon, Collège de Jonquière (voir plus haut).

C59 a) Le modèle behavioral et l'enseignement. b) D'une part, l'analyse du modèle behavioral et de l'enseignement veut étudier les effets de l'enseignement modulaire sur le répertoire initial des étudiants inscrits en psychologie 350-213 puis évaluer la formation effectuée à l'aide d'une machine à enseigner de type Pressey. D'autre part, sachant qu'un certain pourcentage d'étudiants échouent, la question devra être précisée quant aux effects d'un enseignement modulaire correctif sur le répertoire de ces étudiants. c) Juin 1979. d) Guy Bourque, Collège de la Pocatière, 100, 4ième avenue, La Pocatière, Qué. G0R 1Z0.

C60 a) Le système d'enseignement personnalisé PSI. b) En 1968, Keller

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

identifiait cinq caractéristiques fondamentales du système PSI qui le distinguent de l'enseignement traditionnel: la maîtrise presque parfaite de la matière, la progression au rythme de l'étudiant, la stimulation de ceux-ci au moyen de certains cours magistraux, la présentation de documents écrits aux cours, des évaluations fréquentes suivies d'un feedback immédiat des tuteurs. Ce projet se propose d'évaluer l'efficacité du système PSI et d'établir si l'enseignement correctif augmente les scores des étudiants lorsque les différentes conditions mises de l'avant par Keller sont en place. c) Juin 1980. d) Guy Bourque (voir plus haut).

C61 a) L'approche systématique en électrotechnique. b) L'approche peut favoriser le développement d'une stratégie permettant de former des techniciens capables de s'adapter à des situations nouvelles. Cette expérimentation veut rendre possible l'initiation aux processus de création, innovation, découverte en amenant l'étudiant à voir l'ensemble d'un système, à découvrir les interrelations et interdépendances des éléments des sytèmes et à développer une méthode pratique d'analyse des systèmes. c) Juin 1979. d) Yvon D. Légaré, Collège de Lévis-Lauzon, 205, rue Mgr. Bourget, Lauzon-Lévis, Qué. G6V 6Z9.

C62 a) Analyse et retraçage d'erreurs en laboratoire. b) L'introduction de l'informatique peut permettre de retracer, classer et analyser mathématiquement les principales causes d'erreurs susceptibles de survenir en laboratoire. Puis avec l'aide de certains laboratoires-types, un programme est élaboré pouvant accepter certaines données expérimentales et fournir des résultats sous forme numérique et graphique. Il permet donc à l'étudiant de corriger plus rapidement les erreurs de manipulation ou celles dûes à des réactifs ou appareils défectueux et ce, au moyen d'un système de communication le plus simple possible. c) Juin 1979. d) Pierre Bessette et Maurice Joyal, Collège Lionel-Groulx, rue Duquet, Ste-Thérèse, Qué. J7E 3G6.

C63 a) L'évaluation dans les laboratoires de pratique collective en techniques de diététique. b) La recherche propose une stratégie (concernant les instruments d'évaluation à utiliser et la façon d'organiser la situation pédagogique) pour faciliter l'évaluation des étudiants dans les laboratoires des cours "service des repas aux collectivités" (niveau coll. I) et "cuisine des collectivités" (niveau coll. III). Elle a aussi permis d'élaborer un ensemble d'instruments d'évaluation, de types différents (sommatifs et formatifs) pouvant être utilisés tant par le professeur que les étudiants, en vue d'évaluer tous les objectifs poursuivis dans ces cours. c) Juin 1979. d) Manon Gilbert et Danielle Petit, Collège de Maisonneuve, 3800 est, rue Sherbrooke, Montréal, Qué. H1X 2A2.

C64 a) Rapports entre la langue et les apprentissages au niveau collégial. b) La recherche veut connaître les perceptions de la population des collèges (départements, services, étudiants) et du milieu parascolaire sur une politque propre à favoriser l'utilisation du français dans l'enseignement de toutes les disciplines. Il s'agit d'identifier la nature, la source et l'ampleur des facteurs qui à l'intérieur du collège peuvent influer positivement ou négativement sur l'amélioration de la qualité des apprentissages. c) Juin 1979. d) Louise Bellefleur et Michèle Tournier, Collège de Maisonneuve (voir plus haut).

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C65 a) La prédiction du rendement scolaire. b) La recherche se propose d'établir un modèle de prédiction qui se fonde sur trois grands groupes de variables (les aptitudes intellectuelles, la motivation et les habitudes de travail) en établissant l'importance relative de chacun de ces groupes comme facteurs explicatifs du rendement scolaire. c) Juin 1979. d) Claude Banville, Collège du Nord-Ouest, C.P. 1500, Rouyn, Qué. J9X 5E5.

C66 a) Evaluation et validation d'éléments programmés de génétique. b) Le professeur de biologie, tenu d'offrir aux étudiants le langage et les concepts de base de la génétique, se trouve souvent dans la situation où les étudiants possèdent des acquisitions théoriques antérieures très différentes. Une partie du temps alloué à l'étude de la génétique devient une répétition de notions déjà connues pour plusieurs. Au moyen d'un enseignement individualisé à programme linéaire, ce projet prétend lever les difficultés quant à l'ambiguïté de se situer pour l'étudiant et d'avancer à son rythme, afin d'évaluer les éléments d'apprentissage concernant le monohybridisme et le dihybridisme et de valider l'ensemble de l'instrument d'apprentissage révisé et mis à l'essai auprès d'un groupe d'étudiants de niveau collégial. c) Jan. 1980. d) Yolande Jacob, Collège du Nord-Ouest (voir plus haut).

C67 a) Les carences en français au collégial. b) L'enquête se propose de connaître, de s'approprier, d'adapter ou de créer une politique et des mesures d'ordre administratif, pédagogique ou para-pédagogique qui assureront la valorisation du français au collège de l'Outaouais. c) Jan. 1980. d) François Poitras, Collège de l'Outaouais, 333, Cité des Jeunes, Hull, Qué. J8Y 6M5.

C68 a) Modèle systémique d'organisation intégrée de l'information comme support à l'enseignement-apprentissage. b) Visant à établir ce modèle, on y utilisera l'approche systémique, plus précisément la méthode de Checkland (soft systems). Cette approche pédagogique ouvre la voie à une rationalisation globale des ressources de la bibliothèque, de l'audio-visuel, de l'informatique et de l'imprimerie comme support à l'enseignement-apprentissage. c) Jan. 1980. d) Carol Amyot, Collège de Rimouski, 60 ouest, rue de l'Evêché, Rimouski, Qué. G5L 4H6.

C69 a) Méthodologie d'enseignement sur le terrain. b) L'élaboration de cette méthodologie doit amener l'étudiant à comparer les principes et concepts fondamentaux régissant la nature et à découvrir les traits communs aux sciences d'approche du milieu naturel sans utiliser les instruments techniques d'analyse, et le professeur à développer une méthode générale s'appliquant à chacune des sciences de la nature et à respecter la structure de pensée de chaque individu. c) Juin 1979. d) France Gagnon, Collège du Saguenay-Lac-Saint-Jean, 14, rue Leclerc, St-Félicien, Qué. G0W 2N0.

C70 a) Multi-média d'esthétique et d'histoire de l'art dans l'enseignement des arts. b) Ce projet veut révéler les côtés positifs et négatifs des différents média (scripto-verbo-audio-plastique) utilisés dans l'enseignement des arts. Il permettra de faire le répertoire de tous les média utilisés comme instruments pédagogiques; de déterminer l'usage général consacré de chacun des média, en reconnaître les avantages et les inconvénients; de proposer des méthodes d'évaluation de rendement des média par rapport aux secteurs, matières, etc. Le rapport final se présentera sous forme de guide

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

pédagogique. c) Jan. 1980. d) Lise Karel et Alain Richard, Collège de Sainte-Foy, 2410, chemin Ste-Foy, Sainte-Foy, Qué. G1V 1T3.

C71 a) Approche systémique, interdisciplinarité et transdisciplinarité. b) Suite à un premier projet sur l'application de l'approche systémique à l'enseignement de la philosophie, il est proposé de développer une vision transdisciplinaire fondée sur cette même approche (ceci permettra à l'étudiant d'unifier la mosaïque de son apprentissage et d'en comprendre les interrelations) et de développer une pratique interdisciplinaire, fondée sur l'approche systémique, qui donnera aux professeurs un moyen de mieux intégrer leur enseignement, de percevoir la pertinence de leurs cours et de converger vers une formation fondamentale chez leurs étudiants. c) Jan. 1980. d) Marcel Goulet et Serge Simard, Collège de Shawinigan, 2263, boul. du Collège, C.P. 610, Shawinigan, Qué. G9N 6V8.

C72 a) "Basic design" . b) Partant d'une constante inadéquation entre les cours actuels d'arts plastiques et la formation requise par les étudiants en arts appliqués, il s'agit d'expérimenter l'enseignement du "basic design" dans les cours d'organisation picturale et spatiale pour ces étudiants. Une telle approche sur quatre groupes expérimentaux et quatre groupes témoins doit augmenter la pertinence des cours d'arts plastiques et leur intégration dans les programmes d'arts appliqués. c) Jan. 1980. d) Claude Lussier et François Lamy, Collège du Vieux Montréal, 255 est, rue Ontario, Montréal, Qué. H2X 1X6.

C73 a) Enrichissement et correction du lexique du collégien québécois. b) Une démarche d'enrichissement et de correction du lexique du collégien peut être possible si elle est basée sur l'encouragement et la motivation de chacun. Le développement de l'observation et la manipulation d'un vocabulaire précis, clair, riche, tout en favorisant le goût du "dire" oral, écrit et, l'exploitation des activités d'apprentissage appropriées (émulation par les pairs, encadrement tutoral non-punitif et utilisation de tout l'environnement linguistique comme la télévision et la radio) sont quelques-unes des activités de soutien à ce cheminement. c) Juin 1979. d) Ginette Ribes et Michel Bélanger, Collège de Trois-Rivières, 3500, rue de Courval, C.P. 97, Trois-Rivières, Qué. G9A 5E6.

C74 a) Rendement scolaire et comportements pédagogiques. b) Plusieurs recherches démontrent que les professeurs du secteur professionnel privilégient quatre méthodes d'enseignement (démonstration, cours magistral, interrogation, direction). On tente de développer une didactique surtout personnalisée, axée sur l'utilisation d'objectifs opératoires et de méthodes actives (enquête, dialogue, etc.). Ce projet aborde la question de la méthodologie d'enseignement par le biais d'approches surtout collectives et confirmera que la didactique par objectifs opératoires est plus efficace que sa non-utilisation dans l'acquisition et la compréhension de connaissances techniques. c) Jan. 1980. d) Paul Vassart, Collège de Valleyfield, 169, rue Champlain, Valleyfield, Qué. J6T 1X6.

C75 a) Production audio-visuelle étudiante (2ième partie). b) Voulant répondre aux besoins des professeurs des cours communs par l'élaboration d'une évaluation de la production étudiante en audio-visuel comme moyen d'enseigne-

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

ment, le projet comprend les éléments suivants: développer des méthodes variées de réalisation dans le but d'aider les professeurs à introduire des projets étudiants en audio-visuel dans le cadre de leurs méthodes actuelles d'enseignement; développer des systèmes d'évaluation pour permettre aux professeurs d'examiner les productions étudiantes selon les catégories suivantes: réussite aux plans intellectuel, technique et de l'expression; poursuivre des expériences contrôlées dans le domaine de la production audio-visuelle par des étudiants non-spécialisés. c) Juin 1979. d) Michel Starenky et Liam Phelan Cox, Vanier College, 821, boul. Sainte-Croix, Saint-Laurent, Montréal, Qué. H4L 3X9.

C76 a) Computer-assisted instruction in the teaching of language skills. b) Ce projet veut comparer deux méthodes d'enseignement de l'anglais, langue maternelle. La première est la démarche linéaire: les étudiants suivent les mêmes séquences d'apprentissage divisées en unités et sont évalués à la fin de chacune d'elles. La deuxième est l'enseignement assisté par ordinateur qui s'adapte à chaque étudiant veillant à corriger chaque erreur au fur et à mesure par une série d'exercices correctifs. Deux groupes expérimentaux et un groupe-contrôle, puis certains tests standardisés permettront de prouver que l'élève qui suit le cours administré par ordinateur réussira mieux ou tout au moins aussi bien que celui qui suit l'enseignement programmé linéaire et ce, dans un temps moindre. c) Juin 1979. d) Arnold Keller, Vanier College (voir plus haut).

C77 a) Student performance in internal medicine: the effect of previous clerkship experience. b) Prospective study of 160 senior students from two classes. Groups of students with little or no senior clerkship experience before their internal medicine clerkship were compared with groups of students with extensive clerkship experience in disciplines other than medicine, with respect to ward-performance scores and scores on identical multiple-choice examinations. Neither ward-performance nor multiple-choice scores revealed differences attributable to previous clerkship experience. It is concluded that despite areas of instruction and experience which overlap between medicine and other disciplines, previous clerkship experience apparently does not have a beneficial effect on student performance in internal medicine. c) 1979. d) R.K. Smiley, S. Raman and D.Z. Levine, School of Medicine, University of Ottawa. f) *Journal of Medical Education*, vol. 54, no. 12, Dec. 1979, pp. 938-943.

C78 a) Instructional computer programs in statistics and probability. b) Implementation and development of simple computer programs for instructional purposes, in particular, simulation programs from the CONDUIT library, and descriptive techniques from Tukey, plus interactive statistical calculations with MINITAB. c) July 1979. d) John Koval, Dept. of Mathematics, University of Western Ontario.

C79 a) Needs assessment in B.C. for home economics education at inservice and postgraduate levels. b) A representative survey of home economics teachers in major B.C. school districts will be done to determine the kinds of needs for inservice education and a masters program in home economics education. The aim is to provide direction and confirmation of action to be taken by UBC's Faculty of Education in forming off-campus and inservice courses through the Field Development Office and developping a departmental masters program.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

c) April 1980. d) Susan E. Parrish, Fac. of Education, University of British Columbia.

C80 a) Impact of medical residency training on residents' subsequent professional characteristics. b) The study will follow family medicine residents through their training to delineate the influence relationship of the residency training structure (sequence, timing, types of training roles, nature of training settings and supervision, types of role models, etc.) on trainees' choices of types of professional careers, definitions of appropriate professional activities and work methods. c) March 1981. d) Joan G. Stelling, School of Nursing, McGill University.

C81 a) The evaluation of a small-grants program as a stimulus to faculty development and teaching improvement. b) In Ontario universities a system-wide program for instructional development was introduced in 1973 to stimulate faculty development and teaching improvement; it included a small-grants program to assist faculty in developing, implementing and testing innovative approaches and teaching materials. This paper reports on the small-grants program at the University of Guelph in terms of faculty acceptance and the results obtained from the money invested in the grants. With the termination of the system-wide program in 1980 some decision was required by the administration as to the desirability of continuing a small-grants program for developmental purposes. c) Dec. 1979. d) G.A.B. Moore, Educational Practice, and Barbara Williams, School of Agricultural Economics and Extension Education, University of Guelph.

C82 a) ASIPEC: apprentissages significatifs et intégrés dans une perspective d'éducation continue. b) Recherche-action visant à expérimenter un nouveau modèle pédagogique pour la formation de professionnels et de chercheurs en sciences humaines appliquées. Ce modèle, qui se caractérise surtout comme une "auto didaxie assistée", recourt à un modèle pédagogique éco-systémique. Il propose une approche globale (et non cloisonnée) des divers savoirs et savoir-faire scientifiques et professionnels, une mise en situation intensive dans les milieux d'application et une approche de groupe. c) Indéterminée. d) Charles E. Caouette, Hermann Paquette et Huguette Begin, Dépt de Psychologie, Université de Montréal. f) 1. Actes du colloque sur la pédagogie universitaire, nov. 1979, Service pédagogique, Université de Montréal. 2. Monographie à venir en juin 1980.

C83 a) Professors' perceptions of learning, teaching and teaching improvement. b) Professors on a number of campuses have been interviewed in an attempt to produce a description of the ways in which they view their teaching roles, how they view the students' role, how they maintain or improve the quality of their teaching, and how faculty or instructional development centres might be of use to them. Analysis is being made with reference to attribution theory. Additional data to be analysed include various needs assessment surveys, a survey of faculty developers and workshop observations. c) June 1980. d) George L. Geis, Centre for Teaching and Learning Services, McGill University; Ron Smith, Teaching Improvement Service, Loyola Campus, Concordia University.

C84 a) Centre d'évaluation en milieu scolaire: identification du profil de potentiel administratif des principaux d'école et précision de leurs besoins

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

de perfectionnement. b) Le projet vise à identifier, à l'aide d'un centre d'évaluation, le profil du potentiel administratif des principaux d'école secondaire et à préciser leurs besoins de perfectionnement, en diagnostiquant ce potentiel et en leur aidant à faire le point sur leurs capacités de gestionnaire. Deux retombées: sur le plan théorique, le projet permet de voir dans quelle mesure les centres d'évaluation peuvent aider à identifier le potentiel administratif et les besoins de perfectionnement; sur le plan pratique, la recherche permet de mieux préciser les objectifs de formation des administrateurs et d'accroître l'efficacité administrative du système d'éducation. c) Juillet 1981. d) Jean Luc Gouveia, Paul Laurin et Jean Séguin, Université du Québec à Trois-Rivières.

C85 a) Relationship between success in an education program and success in the teaching profession. b) The study examined the teaching effectiveness of a random sample of University of Lethbridge BEd graduates and related various components of their success to the performance of those same individuals as students within the teacher education program. There appeared to be a definite relationship between success in the program and success in teaching, but individual components of the program were not good predictors of success in teaching. c) March 1979. d) Myrna L. Greene and Vern Dravland, Fac. of Education, University of Lethbridge. f) Report, 48 p., available. To be published in *Canadian Journal of Education*, 1980.

C86 a) Follow-up studies on the success of education graduates. b) The studies relate the success of students within the education program to their success as teaching graduates. The current study examines factors such as job-seeking patterns, placement and evaluated teaching success and compares these with the success of the teachers as students in their education program. Problems related to follow-up studies will be discussed. c) Ongoing; one report to be completed April 1980. d) Myrna L. Greene (see above). f) To be presented at A.E.R.A., Boston, April 1980.

C87 a) The community education teacher preparation program at the University of British Columbia: a perspective. b) The historical, present and future perspectives of this alternative or optional program, initiated in 1974, are discussed. The program is described as to its aims, the kind of students it tends to attract (socio-psychologically as measured by the omnibus personality inventory) and the uniqueness of the educational experience. c) Summer 1979. d) D. Whittaker, Inge Williams and D. Bateson, Fac. of Education, University of British Columbia.

C88 a) The extended practicum at the University of Lethbridge: an evaluation 1978-1979. b) The study's main purpose was to determine the effect of rural placements in the practicum experience of teacher-education students. Opinions of students prior to, during and following two professional semesters of education and those of teacher associates who supervised the students in the schools and principals in both rural and urban participating schools were solicited. Initial results appear to indicate that rural student teaching experience does differ from urban student teaching experience, that there is a positive influence on students' attitudes toward rural teaching careers. c) Sept. 1979; to be repeated. d) Eric Mokosch, Vern Dravland and Beverly J. Muendel-Atherstone, Fac. of Education, University of Lethbridge. f) To be

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

presented at A.E.R.A., Boston, April 1980. Summary report, 26 p., available.

C89 a) Changes in supervising behavior resulting from training in clinical supervision. b) Evaluation of the effects of training in clinical supervision, on the interaction between teacher associates and their student teachers. The supervisor-teacher analogous categories system (STACS) was used to analyse the interaction and a microminiature computer (CIDAT) was used to obtain and categorize the observational data. The utilization of new and sophisticated equipment creates special problems for small undergraduate universities. c) Spring 1980. d) Jon Thorlacius, Fac. of Education, University of Lethbridge. f) To be presented at A.E.R.A., Boston, April 1980.

C90 a) Application de l'approche-système à la planification et à la gestion des programmes en moyens techniques d'enseignement. b) Concevoir et valider un modèle général pour la planification, l'organisation et la direction d'un programme de moyens d'enseignement "media program". Construire et valider des grilles d'évaluation pour faire l'état de la situation dans une institution d'enseignement. Identifier les états d'évolution possible d'un ensemble (système) de moyens d'enseignement par rapport à l'évolution du régime pédagogique. Analyser les relations entre les objectifs d'un système de moyens d'enseignement institutionnel, régional et national. c) Sept. 1982. d) Jean-Pierre Fournier, Fac. des sciences de l'éducation, Université Laval.

C91 a) Etude de la variation des évènements d'enseignement sur le rendement, l'attitude, la satisfaction, la rétention et le transfert dans une formule individualisée. b) La recherche veut cerner certaines dimensions de l'auto-instruction (performances en termes d'atteinte des objectifs d'un cours dans la formule de l'audio-tutorat, attitude et satisfaction des étudiants, rétention à court et long terme, transfert) en regard d'une meilleure connaissance des caractéristiques individuelles des étudiants (travail en équipe de deux étudiants, temps de passation des diverses activités d'apprentissage, répétitions et retours-arrière, demandes d'aide individuelle, divers programmes des étudiants, expérience pratique de l'enseignement, profils des programmes d'études, temps partiel et temps complet) par l'analyse factorielle et l'analyse de co-variance. Ces données pourraient permettre de connaître des dimensions importantes en regard du design, du développement, de l'implantation et de l'essaimage de nouvelles formules pédagogiques basées sur l'enseignement individualisé. c) Août 1982. d) Bernard Lachance, Fac. des sciences de l'éducation, Université Laval.

C92 a) Développement et application d'un système d'analyse de besoins dans le but d'élaborer, d'implanter et d'évaluer un programme de formation de personnel en technologie de l'enseignement (T.E.). b) Pour vérifier une hypothèse affirmant qu'il existe un décalage réductible entre les habiletés développées par les programmes de formation et de perfectionnement des maîtres et celles requises par les enseignants pour affronter la réalité scolaire, on a utilisé les techniques delphi et groupe nominal à l'aide desquelles on a identifié, analysé et conservé quelques 69 habiletés propres au domaine de la T.E. Cette banque d'habiletés a par la suite été soumise à plus de 2,000 représentants, professeurs dans le domaine, étudiants gradués en T.E., étudiants inscrits en T.E.,directeurs de programmes d'études en formation des maîtres et

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

professionnels de l'éducation oeuvrant dans la région de Québec. Ces répondants devaient se prononcer sur l'importance relative de chacune de ces habiletés. c) Mai 1980. d) Jacques Lapointe, Fac. des sciences de l'éducation, Université Laval.

C93 a) Expérimentation et évaluation du système d'enseignement P.TV (programmation télévisuelle). b) A partir du système d'enseignement P.TV développé, quelles sont les modalités d'intégration pédagogique? Comment réagissent les étudiants dans cette nouvelle situation d'apprentissage? Quels sont les nouveaux rôles du professeur? Comment s'intègre cette approche à l'intérieur d'une unité pédagogique? Quelles sont les interrelations entre les différents éléments du système? (Doc. télévisuel, doc. scripto-visuel, doc. d'exercices, étudiant, professeur). Quelle est l'efficacité du système au niveau de l'apprentissage? Quelles sont les modalités d'utilisation et d'implantation du système? Importance de rechercher une utilisation rationnelle de la télévision dans l'enseignement. La mise en forme des messages télévisuels pédagogiques conçus et réalisés de façon systématique et en fonction d'une situation d'apprentissage précise. c) Jan. 1981. d) Philippe Marton, Fac. des sciences de l'éducation, Université Laval.

C94 a) Inventaire et analyse des procédés, modèles et stratégies de mise en forme utilisés en télévision éducative. b) La télévision éducative a évolué, elle possède maintenant des caractéristiques propres et l'on remarque l'émergence d'une mise en forme de plus en plus systématique des messages pédagogiques. Quels sont les procédés, les modèles, les stratégies utilisés? Dans quelles situations concrètes le sont-ils? Quels sont ceux qui sont le plus employés? Pourquoi? Comment? Il est important de dégager des connaissances précises sur le sujet et de déterminer des pistes de recherche en didactique télévisuelle. Recherche effectuée en collaboration avec un groupe de chercheurs européens. c) Jan. 1982. d) Philippe Marton (voir plus haut).

C95 a) Contribution du jeu et de la simulation au processus d'apprentissage. b) L'opportunité de l'utilisation du jeu ou de la simulation en situation scolaire n'est plus à démontrer. Alors que ce type d'intervention pédagogique a pris beaucoup d'expansion et s'est avéré avantageux en bien des endroits, au Québec il est demeuré ignoré et peu exploité surtout aux niveaux secondaire, collégial et universitaire. Le projet vient faire le point dans ce domaine au Québec et explorer son apport potentiel à la pédagogie québécoise. De plus, une série d'études à caractère expérimental sera effectuée. Elles porteront sur un ensemble de facteurs d'ordre cognitif tels que la durée de rétention, le transfert et le renforcement. c) Mai 1983. d) Guy Provost, Fac. des sciences de l'éducation, Université Laval.

C96 a) Evaluation of the Anik-B satellite interactive instructional television project. b) Evaluation of the project's internal organization at BCIT and receiving centres, student acceptability of the method of course delivery, the educational effectiveness of IITV at a postsecondary level, and the overall ability to conduct courses successfully using a satellite to overcome the vast distances in Western and Northern Canada. c) July 1980. d) Eleanor Riches, Div. of Continuing Education, B.C. Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C97 a) Etude de la dépendance des informations recueillies à l'aide d'un questionnaire d'inventaire de besoins. b) Cette recherche tente de mettre en évidence les liens existant entre les besoins exprimés par des individus à l'intérieur d'un questionnaire d'inventaire de besoins et les attitudes et le self de ces mêmes répondants. Le but de cette recherche est de démontrer l'état de dépendance des besoins aux attitudes et au self des répondants. c) Déc. 1980. d) Jacques Plante, Service de pédagogie universitaire, Université Laval. f) Publié en 1981.

C98 a) The experimental educational development project. b) The project involves developing a focus within OISE for: coordinating and maintaining efforts related to institutional research and instructional development; developing and identifying activities seen as "priority" projects by certain subgroups; and extending results of the project, and its underlying conceptual model, outside of OISE. c) April 1980. d) C.E. Pascal, K.A. Leithwood, W.P. Olivier, L. Davie, A.M. Thomas and A. Effrat, Ontario Institute for Studies in Education.

C99 a) A generalized approach to statistics education via computer-based instruction: a feasibility study. b) Examination of the feasibility of designing a computer-based instructional system for statistics education, which would overcome the problem which traditional settings have: students bring such a wide range of mathematical and conceptual skills, backgrounds and motivations to statistics courses that instructors often cannot provide the evaluative feedback and remedial instruction necessary to cope effectively with them. c) April 1980. d) D. Burrill, W.P. Olivier and R.S. McLean, Dept. of Measurement, Evaluation and Computer Applications, Ontario Institute for Studies in Education.

C100 a) Evaluation of the PhD program in sociology. c) Nov. 1979. d) M. O'Brien, Dept. of Sociology, Ontario Institute for Studies in Education.

C101 a) Evaluation of teaching strategies TV series. b) Project to test the effectiveness of a series of TV programs produced to train (in-service and pre-service) teachers to employ selected teaching strategies in the classroom. c) April 1980. d) M. Orme, Dept. of Applied Psychology, Ontario Institute for Studies in Education.

C102 a) A study of the approach to writing skills in faculties of education and teachers' colleges. b) Examination of the methods used for teaching writing skills to students in faculties of education and teachers' colleges. The report will contain a bibliography, including abstracts of all relevant publications, and recommendations regarding the training of student teachers in writing skills. c) March 1980. d) James Steele, Dept. of English, Carleton University. f) Results obtainable from Jeannette Morgan, Research and Evaluation Branch, Ministry of Colleges and Universities, 15th floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

C103 a) Creative problem solving. b) Application of creative problem-solving techniques to the classroom. c) June 1979. d) G.H. Coggins, Dept. of English, and M.S. Cohen, Dept. of Computer Science, Brock University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C104 a) Stereochemistry workshop. b) Workshop on 2-D and 3-D visualization. Use of models as a concrete tool to visualize abstract ideas. c) June 1979. d) M.S. Gibson, Dept. of Chemistry, Brock University.

C105 a) Computer graphics. b) Use of microcomputers as a tool to teach 2-D and 3-D visualization in chemistry. c) June 1980. d) R.R. Hiatt, Dept. of Chemistry, Brock University.

C106 a) Screen education. b) Development of a new course to advance the use of film and television materials in a variety of secondary school subjects. Objectives include acquainting highschool teachers with basic aesthetic devices involved in screen studies. c) Jan. 1980. d) B.K. Grant, Drama Dept., Brock University.

C107 a) Case studies in industrial chemistry. b) Chemical procedures from local wine, paper and analytical laboratories. c) June 1979. d) J.S. Hartman, Dept. of Chemistry, Brock University.

C108 a) A-V modules to teach German vocabulary. b) Modules to teach basic and fundamental vocabulary dealing with common household objects. c) June 1979. d) J.A. Michielson and D.C. MacRae, Dept. of German, Brock University.

C109 a) Bioethics program. b) Study of the status of existing bioethics programs in view of establishing a program at Brock University. c) June 1979. d) G.J. Nathan, Dept. of Philosophy, and D.J. Ursino, Dept. of Biology, Brock University.

C110 a) Computer-based resource units. b) Use of computers to plan instructional objectives, subject matter, materials and instructional activities to the needs and interests of learners. c) June 1979. d) W.B. Poole, College of Education, Brock University.

C111 a) Audiovisual packages on historical themes. b) Original technique of presenting slides synchronized with tape recorders. Slide packages produced on historical themes on university and highschool level. c) June 1979. d) R.R. Taylor and R.M. Styran, Dept. of History, Brock University.

C112 a) Learning styles research. b) Learning styles inventories and correlation with marks in psychology, english and geology classes. c) June 1979. d) K. Zanutto, Counselling Centre, Brock University.

C113 a) Group-behavior theory applied to seminar instruction. b) Study consequences of various behaviours in a group setting to isolate the psychological factors in force in a group setting: these skills are being used to improve effectiveness of seminar courses. c) June 1979. d) D. Madar, Dept. of Politics, and S.M. Rothstein, Dept. of Chemistry, Brock University.

C114 a) Modular-based educational research course. b) Development of a core-based, self-instructional modular approach to a general introductory research course. c) June 1980. d) A.E. Wheeler and M. Richard, College of Education. Brock University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C115 a) A-V programs in urban and environmental studies. b) Slide/tape programs on Great Lakes and the conserver society. c) June 1979. d) F. Berkes, Institute of Urban and Environmental Studies, Brock University.

C116 a) Case studies of administration studies. b) Preparation of ten cases for marketing studies at third-year level. c) June 1979. d) K.R. Blawatt, School of Administrative Studies, Brock University.

C117 a) Evaluation of an undergraduate baccalaureate nursing program. b) Using a series of measures the study will evaluate a four-year nursing program and provide information to assist program planners in making decisions based on a diagnosis of strengths and weaknesses. Variables include faculty and student characteristics, types of learning experiences and student growth. The study started with the class entering September 1979 and will follow their progress until one year after graduation. c) June 1984. d) Sheila M. Stanton, School of Nursing, University of British Columbia.

C118 a) The relative effects of three teaching strategies on the learning and satisfaction by trainees. b) Examination of the impact of three teaching strategies (lecture, case discussion and experiential teaching methods) on students' learning. Possible influences of several teacher-related and student-related variables on the effectiveness of each strategy and students' satisfaction with the strategy are investigated. c) June 1980. d) Frederick C. Miner, T.P. Hari Das and Jack Crale, Dept. of Management, Saint Mary's University.

C119 a) Consensus-building in social policy: issues in aging explored through Delphi approaches. b) Students in social work introductory classes are involved in design and execution of a three-step Delphi survey involving interviews with elderly respondents over a two-month period. Summary reports of aggregated responses to participants lead to convergence/consensus in articulation of needs and preferred priorities in area of retirement, housing and care-giving policies. A major focus is on uses of this approach as a learning approach for gerontology students. c) May 1980. - d) Karl H. Stange, Fac. of Social Work, University of Regina.

C120 a) Complete revised submission on the masters in pastoral studies. b) The project designed a program for the masters in pastoral studies at Saint Paul University. It addresses course requirements and curriculum content, admission and advancement requirements, faculty teaching and research loads, and academic structure. c) Feb. 1980. d) Arthur Lacerte, Maureen Slattery, Paul Rigby, Adrian Visscher and Monique Proulx, Institute of Pastoral Studies, Saint Paul University. e) Arthur Lacerte.

C121 a) Analysis and implications of faculty and student opinions on a teacher education program. b) Following a literature search, a questionnaire was created, tested and administered to 1600 current and graduated students and 100 faculty members. The results were analysed and implications were drawn regarding the importance of 33 program objectives and the adequacy of their coverage. c) Feb. 1980. d) W.G. Nediger and A. Slemon, Fac. of Education, University of Western Ontario.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C122 a) Credit examinations for diploma graduates entering a baccalaureate nursing program. b) To develop reliable methods of determining the extent to which applicants with diploma education have mastered the competencies which would enable them to obtain some credit for the four-year baccalaureate program. Development of these examinations would provide a means to assess the entry point of diploma graduates in the nursing courses of the program. c) March 1979; final report in preparation. d) Nora I. Parker, Fac. of Nursing, University of Toronto.

C123 a) Pacing: a framework for discussion. b) After listing the most common pacing mechanisms and giving examples of their use the study examines advantages and disadvantages of pacing to students and the institution, distinguishing between individualized pacing mechanisms and situations where the same pace is set for all students. Measuring the effect of pacing on attainment is rendered difficult by other variables but international comparisons might help to isolate the effects. c) July 1979. d) J.S. Daniel and D.G. Shale, Athabasca University.

C124 a) Development of an effective use of audiovisual aids in anatomical instruction. b) Production of a series of audiovisual modules which will be able to fill the gap between the symbolism of the words used in classroom teaching and reality met in the dissection and operating theatres. c) Oct. 1979. d) V. Sistek, School of Medicine, and J. Harrison, Dept. of Communications Studies, University of Ottawa. f) *Newsletter* (forthcoming), Association of Canadian Medical Colleges.

C125 a) The validation of a conceptual framework for nursing practice. b) To develop a conceptual framework for nursing practice that is validated in the practice setting and will eventually become the basis for curricular modification of the basic and RN BScN programs. c) In progress. d) Irmajean Bajnok, Fac. of Nursing, University of Western Ontario.

C126 a) Developing a faculty development model for an anglophone college in Quebec. b) Identifying some of the faculty development programs used by community colleges in Canada and elsewhere. Assessing their adaptability to an anglophone college in Quebec. Developing a program for Vanier College. c) June 1980. d) Alexandra A. Glashan-Guerriero, Pure and Applied/Health Science Program, Vanier College, 5160 Décarie Blvd., Montreal, Que. H3X 2H9.

C127 a) Study guides for a personalized self-instruction course in child and adolescent psychiatry for occupational therapy students. b) The study guides and objectives are developed for two textbooks: L. Despert, *The emotionally disturbed child*, and M. Rotter, *Helping troubled children*. c) April 1980. d) Hajra Burton, Program in Occupational Therapy, University of Western Ontario.

C128 a) Instructional package for social science data analysis (IPSODA). b) IPSODA consists of a machine-readable data base, data documentation and a set of related problems to facilitate the use of computing resources in quantitative courses in the social sciences. The data base includes subsets of significant research files such as the Canadian census. c) Ongoing. d) Frederick T. Evers, Edward H. Hanis and S. Paula Mitchell, Social Science

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Centre, University of Western Ontario. e) F.T. Evers.

C129 a) An experiment in the use of 35mm slides presented on videotape with a student-produced soundtrack. b) Students will be asked to write a composition for which a number of 35mm slides will serve as subject matter. The corrected composition will be recorded onto a videotape audio-track whilst the slides provide the visual element. The main objective is to discover whether student-produced slide/tape presentations on videotape will better develop written and oral skills than more traditional language exercises. c) In progress. d) Carole Garber and Glyn Holmes, Language Laboratories, University of Western Ontario.

C130 a) Guidelines for dental faculty instructing students on optimal patient, operating personnel and equipment positioning. b) Criteria will be established with faculty agreement to instruct dental students on optimal positioning. Audio-visual aids will be developed to achieve this aim. A questionnaire will be used in the evaluation of the program. c) In progress. d) David W. Johnston, Fac. of Dentistry, University of Western Ontario.

C131 a) Five videotape recordings which depict helping interview situations. b) Planned situations include a variety of problems in such settings as office (employer-employee), hospital (nurse-patient) and the community. The 10-20 minute tapes will provide an opportunity for the students to analyse helper and helpee behavior, apply theories, create their own potential responses, interject role playing at any time and have a common focus for group discussions. c) April 1980. d) F. Lundblad Daily, Fac. of Nursing, University of Western Ontario.

C132 a) Assessment of evaluative methods in first-year chemistry. b) Attempt to assign a numerical value to problems which would directly reflect the problem's level of difficulty. c) Jan. 1980. d) Ronald R. Martin, Dept. of Chemistry, University of Western Ontario. f) *Journal of Chemical Education.*

C133 a) Development of new teaching methods in applied ethics. b) Development of new approaches in teaching ethics, emphasizing the use of audio-visual materials and the case method. Initial developments were in bio-medical ethics, with anticipated transfer of results to business ethics, legal ethics, ethics in journalism, etc. Development of a clinical practicum for post-graduates in bioethics is a spin-off result. c) 1979. C.B. Hoffmaster and G.A. Pearce, Dept. of Philosophy, University of Western Ontario.

C134 a) The use of videotapes for review and reinforcement for students in a first-year chemistry class. b) To make available to students in a large first-year class televised copies of past lectures to aid in instruction and review, through the use of inexpensive video-cassettes. c) Dec. 1979. d) M.J. Stillman, Dept. of Chemistry, University of Western Ontario.

C135 a) Development of improved teaching skills in graduate teaching assistants of introductory psychology. b) Project to improve teaching skills of 17 graduate assistants who instruct about 2000 students in 66 introductory psychology laboratory sections. Three methods are used: workshops to sensi-

tize assistants to effective teaching skills and behavior, student feedback to assistants from a 100-item teaching skills diagnostic called the Teacher Behaviors Inventory, and a resource centre with a stock of instructional aids and classroom prep. materials. c) In progress. d) D.J. te Linde and B.E. Mann, Dept. of Psychology, University of Western Ontario.

C136 a) Computer applications in education. b) Research and development related to computer-assisted instruction, computer-managed instruction, computer-based testing, etc. Special emphasis on CAI for the developmentally handicapped and special education teachers; CAI programs for mathematics, language, music, statistics, nursing education, etc.; CMI systems for university media courses, etc. c) On-going. d) H.J. Hallworth and others, Fac. of Education, University of Calgary.

C137 a) The handmaking of paper for printmaking. b) Through individual instruction and demonstration western and oriental ways of working with handmade paper are carried out. Students in visual arts courses have activated projects in handmaking paper directly related to problems in printmaking. Preparation of a studio handbook. c) In progress. d) Helmut Becker, Dept. of Visual Arts, University of Western Ontario.

C138 a) Diagnosis of highschool mathematics background of entering students in first-year calculus. b) A diagnostic test has been designed and administered across the Atlantic universities to diagnose student background when entering first-year calculus. A large data base is available and the first year's results are being considered in order to produce a better instrument. c) To continue for several years. d) Charles Edmunds, Mathematics Dept., Mount Saint Vincent University.

C139 a) A project to integrate the learning skills in college content area courses. b) Addressing the need for learning skills assistance to students in high-enrolment college content area courses such as psychology, chemistry and biology, which students weak in writing, reading and study skills often fail or drop, the project outlines the learning skills required to complete such courses and suggests a program for the transfer of these skills. It would not be a drop-in, lab or tutor program, but a systematically developed series of learning skills courses running in tandem and addressing specifically the requirements of each content area course selected for pilot study. c) In progress. d) Lorraine Neilsen and Nadia Hochachka, Learning Skills Centre, Mount Royal College, 4825 Richard Road S.W., Calgary, Alta. T3E 6K6.

C140 a) Adaptive computer-assisted instruction in the teaching of English language skills. b) About 10-12 hours of adaptive CAI material is available for mastering basic skills of writing (grammar, punctuation, syntax). The system is adaptive in that it generates and updates a profile of the students' knowledge and skills with each transaction between student and system and then uses this profile as the basis for instructional decision making. The procedure is possible by using two models: one of a correctly punctuated sentence and the other for transforming sentences with errors to error-free sentences. c) June 1980 (current phase). d) Arnold Keller, Vanier College, Snowdon Campus, 5160 Decarie Blvd., Montreal, Que. H3X 2H9.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C141 a) Cours programme d'enseignement correctif de la langue: enseignement individualisé. b) Essai d'évaluation des performances d'un groupe de 50 étudiants qui ont suivi le cours. c) 1979. d) Jean Labrecque, Collège François-Xavier-Garneau, C.P. 6300, Sillery, Qué. G1T 2S5.

C142 a) MATREXAM - a new computer-graded examination system. b) Development of a system for computer grading of items allowing synonymous correct answers and partial credit for partially correct answers. Completions or explanatory phrases for test items set in a continuous passage are sought from a single alphabetized list of up to 99 responses and distractors. c) 1980. d) G.F. Atkinson and E.G. Doadt, Dept. of Chemistry, University of Waterloo. e) G.F. Atkinson. f) Manual available.

C143 a) Inventory of perceived needs of potential postsecondary instructors. b) The study surveys a sample of graduate students and a sample of university instructors who have taught graduate students to determine what actual preparation graduate students have for a potential role as instructors, what they and their instructors see to be the various needs in this area, and what formats would be most appropriate for addressing these needs. c) April 1980. d) A. Gregor, Fac. of Education, University of Manitoba.

C144 a) Use of objective structured clinical examination (OSCE) for comparing competence in clinical skills between medical schools. b) OSCE is a reliable reproducible examination for testing clinical schools; its major use has been in comparing consecutive groups of medical students at the same school. Since clinical skills should be the same nationally and internationally, the project is aimed at producing a bank of OSCE clinical skill stations which would be interchangeable between Canadian medical schools and internationally. c) On-going. d) Ian. R. Hart, Dept. of Medicine, University of Ottawa; R.G. Cairncross and R.M. Harden, Centre for Medical Education, University of Dundee, Dundee, Scotland.

C145 a) Modalités d'organisation des stages de premier cycle en éducation au Centre d'études universitaires dans l'Ouest québécois. b) Etude en vue de faire le point sur les modalités d'organisation des stages offerts dans le cadre des programmes de 1er cycle en éducation. Le rapport comporte trois chapitres: les sources d'information; synthèse des informations recueillies; recommandations. c) Juin 1979. d) M.-A. Vincent et F. Hardy, Direction des programmes, et L. Bergeron et G. Goulet, Dépt des sciences de l'éducation, Centre d'études universitaires dans l'Ouest québécois, C.P. 1250, succursale "B", Hull, Qué. J8X 3X7.

C146 a) Inventaire des stages de premier cycle au Centre d'études universitaires dans l'Ouest québécois, 1977-1978. b) Compilation de questionnaires de sondage relatifs aux stages de premier cycle au CEUOQ. Classés par centre et par secteur, ces questionnaires sont regroupés en neuf chapitres précédés de remarques préliminaires. c) Avril 1979. d) F. Hardy (voir plus haut).

C147 a) Perspectives and plans for graduate studies: psychology 1977. b) Report containing an assessment of, and recommendations concerning, graduate studies in psychology in Ontario universities. c) 1979. d) Advisory Committee on Academic Planning, Ontario Council on Graduate Studies, Council

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4. f) Report obtainable from Council of Ontario Universities, $10.00.

C148 a) The effect of mid-term feedback about performance on university teacher effectiveness. b) Professors were given detailed feedback about specific classroom behaviors at mid-term. Weekly student ratings were collected over a twelve-week term to assess the effectiveness of feedback. c) Sept. 1979. d) H.G. Murray and D. McLean, University of Western Ontario. f) Thesis library, U.W.O.

C149 a) The relationship between enthusiastic lecture styles and university teacher effectiveness. b) Volunteer professors attended workshops to increase the amount of enthusiasm and expressiveness they convey while lecturing. Student ratings and videotapes were used to assess the workshop's effectiveness. c) April 1980. d) H.G. Murray and D.L. Jacobs, University of Western Ontario. f) Thesis library, U.W.O.

C150 a) Effect of drama lessons on university teaching performance. b) Student ratings were used to assess effectiveness of drama lessons in improving lecturing. c) April 1979. d) H.G. Murray and C. Lawrence, University of Western Ontario. f) Thesis library, U.W.O.

C151 a) Personality correlates of effective teaching and research productivity. b) Members of the psychology faculty at U.W.O. participated in a multimethod evaluation of personality dimensions related to indices of teaching effectiveness and research productivity. Highly reliable personality ratings by peers and students suggested a general dimension of sociability being related to teacher ratings and a dimension highlighting ascendance and intellectual orientation associated with citation counts. Self-ratings of personality yielded somewhat different results. c) May 1980. d) H.G. Murray, J.P. Rushton and S.V. Paunonen, University of Western Ontario. e) H.G. Murray.

C152 a) An investigation of the impact of an educational program on the anxieties and attitudes of nursing students to care of the dying patient: a pilot project. b) The aim was to establish reliable methods for determining changes in death attitudes and anxieties produced by an undergraduate nursing course focused on care of the dying patient. The pilot project analysed three instruments measuring death anxieties and attitudes, completed by 99 undergraduate nursing students. The project is preliminary to a longitudinal study of students taking the course on care of the dying person. c) Spring 1980. d) Christina M. Gow and Lesley F. Degner, School of Nursing, University of Manitoba.

See also/Voir aussi:

A8 Limites et difficultés de la formation fondamentale au 1er cycle universitaire.

A13 A historical introduction to the teaching of international law in Canada.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

A22 Postsecondary education programs for natives in Western Canada: an analysis of students, programs and curricula, 1969-1980.

A25 Newfoundland Task Force on Education.

A26 The status of philosophy of education in the curricula of pre-service teacher education programs in Canada.

A32 Applied language studies in the undergraduate curriculum.

A58 Canadian community colleges programs/Programmes offerts dans les collèges canadiens.

A60 An examination of the development and rationalization of secondary education in 19th century Ontario.

A62 Nova Scotia Task Force on Arts in Education.

B16 The role of non-academic employment in the education of graduate students and faculty.

B20 The Canadian health administrator study.

B27 Evaluation of a teacher education program: benefits and impediments in a small institution.

E17 Assessment project.

E27 Youth in transition: a study of the mental health problems of university students from disadvantaged minorities in Nova Scotia.

E28 Les diplômés de la maîtrise en nursing 1967-1977.

E33 An examination of the concern of students as they progress through the education practice.

E39 Senate Ad Hoc Committee on Quality of Student Life.

E42 Chemistry for students in wheelchairs.

E52 Individualized modular program for diploma nursing students.

E53 Follow-up of students graduated from the Department of Psychology, Carleton University, 1977-78.

F12 Relationship of first-year university grades of non-highschool graduates with the tests of general educational development.

F15 Programmation de laboratoire et enseignement individualisé et programmé pour le cours Psychologie du comportement sexuel.

F18 Programme d'entraînement à la résolution de problèmes.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

F31 Study-skills workshops for part-time students.

F33 Graduate-level in-career learning modules.

F37 Application des systèmes et de la "méthodologie systèmes souples" à la recherche-action en éducation.

F41 An evaluation of the effectiveness of the components of a mixed media instructional system for beginners' French.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Characterizing part-time teachers of adults and their needs in the community colleges. b) Survey of 146 part-time teachers of adults employed by Loyalist College to determine their need for additional instructional skills and their preferred modes of in-service instruction in those skills. Of 21 skills identified, eight were selected as having high priority for immediate in-service upgrading. c) Dec. 1979. d) C. Fred Johnston and Donald S. Campbell, Fac. of Education, Queen's University.

D2 a) Sex and pensions: submission to the Ontario Select Committee on Company Law. b) Brief arguing that contributions and benefits should be equal for both sexes on a monthly basis in the case of money purchase pension plans. c) Oct. 1979. d) Robert Léger, Canadian Association of University Teachers, 1001-75 Albert, Ottawa, Ont. K1P 5E7.

D3 a) Rank and salary differentials in the 1970s: a comparison of male and female full-time teachers in Canadian universities and colleges. (Version française voir D4.) b) Using data for 1972-73 and 1975-76, with a limited update to 1977-78, the report examines changes over time in the representation of women on university faculty, characteristics of female faculty compared to male faculty, and salary differentials between men and women. It concludes that increased concern within universities over the status of female faculty has not yet led to much change in male-female differentials, particularly those concerning rank and salaries. c) July 1979. d) Monica Boyd, Dept. of Sociology and Anthropology, Carleton University. f) Report, 59 p., $8.50, available from Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

D4 a) Ecarts dans les traitements et les rangs au cours des années 1970: comparaison entre les professeurs du sexe masculin et les professeurs du sexe féminin en emploi à plein temps dans les universités et collèges du Canada. (English text see D3.) b) A partir des données pour 1972-1973 et 1975-1976, partiellement mises à jour jusqu'à 1977-1978, la recherche vise à examiner l'évolution progressive de la représentation des femmes au sein du corps professoral des universités, les caractéristiques des femmes professeurs par rapport à leurs collègues de sexe masculin, et les différences de traitement d'un sexe à l'autre. La recherche conclut que l'intérêt plus marqué que les universités ont montré à l'égard de la situation des femmes professeurs n'a pas encore produit de changements appréciables dans les différences que l'on trouve dans le rang et le salaire, en particulier. c) Juillet 1979. d) Monica Boyd, Dépt de sociologie et d'anthropologie, Carleton University. f) Le rapport, 67 p., $8.50, peut être obtenu de l'Association des Universités et Collèges du Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

D5 a) Ontario faculty mobility study. b) Monograph reporting the results of a sample survey of the about 3500 full-time faculty at Ontario universities who terminated or took a full-time position in 1974 or 1976. Issues of

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

particular concern include estimation of the actual volume of job mobility, description of the origins of newly appointed faculty and the destination of terminating faculty, identifying variations in mobility rates by university, fields, rank and background characteristics of the mover. A considerable amount of information is reported on contract changes, unemployment levels, job search activities and perceived benefits and costs of job mobility. c) Jan. 1980. d) Linda K. Moffat, Dept. of Sociology, University of Western Ontario. f) L.K. Moffat, *Room at the bottom*, 250 p., available from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M5S 1Z8.

D6 a) Faculty salary study. b) To develop and test an objective methodology to determine those faculty having a potential salary inequity sufficient to warrant a further, more detailed review of their salary and promotion histories. c) June 1980. d) Bernard S. Sheehan and Wayne P. Kelly, Office of Institutional Research, University of Calgary.

D7 a) Planning alternatives and budgeting flexibility in shaping faculty profiles. b) Attempt to set the future faculty employment situation in the context of the general higher education planning problem and to identify elements of flexibility that institutions have in implementing alternatives which permit them to continue to pursue academic program quality while maintaining integrity during a period of financial stringency. The University of Calgary is set in the context of higher education in Alberta and Canada. c) Aug. 1979. d) Bernard S. Sheehan (see above). f) "Future faculty employment levels: projected problems and possible solutions", *Proceedings of 1979 Bridger Mountain Symposium*, Montana State University, Bozeman, 1979, pp. 109-135.

D8 a) Instructional workload statistics and indicators for the Faculty of Medicine. b) Analysis of instructional program data for the Faculty of Medicine for the purpose of comparing various indicators of teaching workload among faculties at the University of Calgary. Statistical indicators of teaching loads are one of the major data sets provided to the university budget committee in the annual operating budget allocation process. c) Sept. 1980. d) Eric A. Hillman, Office of Institutional Research, University of Calgary.

D9 a) Collective bargaining in the university: long-term academic and administrative implications. b) Collective bargaining whether based on a "special plan" associated with voluntary recognition or on certification under the labor code is essentially a decision-making process in situations where the parties' interests are in conflict. The interaction of this conflict with the traditional collegiality of universities generates changes in procedures, attitudes and interpersonal relations. A principal objective of the study is to test the author's own observations, based on seven years as a senior administrator, both before and after formal collective bargaining, against the experience of other administrators in North America and possibly in Australia, New Zealand and the U.K. c) Dec. 1980. d) E.B. Tinker, Office of Vice-President, University of Regina.

See also/Voir aussi:

A6 Research productivity, university revenue and scholarly impact (citations) of 169 American, British and Canadian universities (1977).

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

A7 Research productivity, university revenue and scholarly impact of 31 Canadian universities.

A9 Supplementary submission to the Commission of Inquiry concerning certain activities of the Royal Canadian Mounted Police.

A13 A historical introduction to the teaching of international law in Canada.

A24 Collective bargaining in higher education: a bibliography/Le syndicalisme et l'enseignement supérieur: une bibliographie.

A25 Newfoundland Task Force on Education.

A46 Canadian doctorates in social work and social welfare: a survey report.

B15 The role of the department head or chairman: discipline, sex and nationality as factors influencing faculty opinion.

B52 Analysis of institutional decision: the problem of faculty rank distribution.

B60 Career opportunities for music graduates in Ontario.

C5 Staff development in Canadian universities.

C26 Faculty development.

C33 Team teaching: potential, problems.

C42 L'enseignement de l'anglais au collégial.

C83 Professors' perceptions of learning, teaching and teaching improvement.

C120 Complete revised submission on the masters in pastoral studies.

C143 Inventory of perceived needs of potential postsecondary instructors.

C151 Personality correlates of effective teaching and research productivity.

E11 Citizenship of students and faculty in Canadian universities - a statistical report.

E12 La citoyenneté des étudiants et des professeurs dans les universités canadiennes - rapport statistique.

E44 Growth rates of faculties 1969-70 to 1978-79.

F8 University continuing education: a balance sheet for the 1970s.

E STUDENTS/ETUDIANTS

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aids; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défection; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) University of Winnipeg outcomes. b) Sample survey of full and part-time incoming students, present students, drop-outs and graduates of one, five, ten and 25 years. They were questioned as to their reasons for coming to university, their preparation and the influences in selecting their major. They also evaluated their personal and intellectual development and the relevance of their education to employment. c) Oct. 1979. d) J. Clake, T. Ball, L. Sarbit and L. Wallace, University of Winnipeg. e) J. Clake.

E2 a) First-year DVM students at Guelph. b) The project's aim is to identify the problems students face in adapting to the demands of the first year of the University of Guelph's DVM program. Through questionnaires, data are collected on study habits, etc., which are being related to academic performance. c) Sept. 1980. d) H.W. Chapman, Ontario Veterinary College, University of Guelph.

E3 a) Outcome assessment of university graduates. b) The 1973 graduates of Brandon University were studied in terms of their backgrounds, university experiences and post-graduation developments. Based on a design used in a previous study which examined the 1978 graduates, a comparison of these two groups in multitude aspects provided insights into strengths and weaknesses of university services and the short and long-term effects of university education upon personal and career developments. c) Feb. 1980. d) Yee Lay Jack Lam, Fac. of Education, Brandon University. e) H.J. Perkins, Brandon University.

E4 a) Attrition study of university students. b) Students of different academic years who withdrew from their studies were examined together with a comparable group who continued with their studies. By using discriminant analysis and logit model analysis, the probabilities of factors that contributed to withdrawal and continuation were assessed. c) March 1980. d) Yee Lay Jack Lam (see above). e) H.J. Perkins (see above).

E5 a) The interrelationship of OPI socio-psychological variables and gender, age, status, locale and attrition of entering native Indian teacher education program students at the University of British Columbia. b) OPI variables (measuring thinking introversion, theoretical orientation, esthetic-cism, complexity, autonomy, religious orientation, social extroversion, impulse expression, personal integration, anxiety level, altruism, practical outlook, masculinity-feminity and response bias) were collected from 130 freshmen across the first three entering years of the program. Significant differences were noted by gender and also by location due to differences within

males - even though outnumbered by females. Sample was found to illustrate expected age differences but status and attrition showed fewer significant differences. c) June 1979. d) D. Whittaker, Fac. of Education, University of British Columbia; Jean Kuijt, University of Alberta.

E6 a) Analyse du lien formation-emploi des spécialistes en relations industrielles de l'Université de Montréal. b) Dans une perspective d'ajustement des programmes de formation aux exigences professionnelles du marché du travail en relations industrielles, cet article analyse les résultats d'une enquête faite par questionnaire en mai 1978 auprès des diplômés en relations industrielles de l'Université de Montréal. Les caractéristiques personnelles, de formation et d'emploi sont décrites. La nature du lien formation-emploi est analysée et les recommandations des diplômés relatives à l'amélioration de la formation sont présentées. c) Août 1979. d) Gilles Guerin, Ecole de relations industrielles, Université de Montréal. f) *Relations industrielles*, vol. 34, no 4.

E7 a) Study inventory. b) Through a questionnaire followed by a workshop on study skills, the characteristic study patterns of a sample of first-year university students will be investigated in order to assess ways of stemming the wastage of first-year students who drop out mainly due to poor study skills. c) April 1980. d) O.S. Trosky and R.L. Hedley, Fac. of Education, University of Manitoba.

E8 a) Linking education and work in Ontario. b) Fourth phase of a panel survey of, originally, 2555 grade-12 students in 97 Ontario secondary schools, followed by in-depth interviews with about 100 respondents. This phase seeks to link the relevance of education (particularly postsecondary) to first/current jobs, and provides information on high school experiences, student interruption and withdrawal, and alternative forms of education. All topics are treated and analysed within a social stratification and social demographic context. c) Fall 1979. d) Paul Anisef, Anton Turrettin and Gottfried Paasche, Dept. of Sociology, York University.

E9 a) An examination of full-time mature students in one and two-year programs at Saskatchewan postsecondary institutes. b) Descriptive master's degree study providing information about personal characteristics of full-time mature students (25 and over), the decision-making process they followed when deciding to return to school and difficulties and benefits encountered upon this return. Findings show that there is no single typical profile for these students, that sex-related differences were the most evident ones in the population, and that in spite of difficulties encountered, the benefits were found to be twice as many as the difficulties experienced by these students. c) April 1979. d) Lorraine Hill, Policy Planning and Management Information Branch, Saskatchewan Continuing Education, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

E10 a) Graduate student incomes in Ontario 1977-78. b) The 30-page, mainly statistical report presents data on graduate students' income and its sources. c) June 1979. d) Research Division, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

E STUDENTS/ETUDIANTS

E11 a) Citizenship of students and faculty in Canadian universities - a statistical report. (Version française voir E12.) b) The main focus of the study is to collect accurate data on numbers and characteristics of foreign students and faculty in all Canadian universities. c) 1979. d) Research Division, Council of Ontario Universities (see above). e) Laura J. Selleck, Council of Ontario Universities. f) *AUCC Policy Studies*, no. 2, 131 p., $5.00, available from the Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

E12 a) La citoyenneté des étudiants et des professeurs dans les universités canadiennes - rapport statistique. (English text see E11.) b) L'objectif principal de l'enquête est la cueillette de données exactes sur le nombre et les caractéristiques des étudiants et des professeurs étrangers dans toutes les universités canadiennes. c) 1979. d) Division de la recherche, Conseil des universités de l'Ontario, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4. f) *L'AUCC et les politiques universitaires*, étude no 2, 131 p., $5.00, peut être obtenu de l'Association des universités et collèges du Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

E13 a) Attitudes and experiences of foreign students at the University of Waterloo. b) Survey of a sample of foreign students to obtain information on demographic characteristics, students' experience at Waterloo including problems encountered since arrival, steps taken to deal with problems in the learning experience and adjusting to the new environment, and attitudes toward the host country. c) June 1980. d) John L. Williams, Counselling Services, and Christopher K. Knapper, Teaching Resource Person, University of Waterloo.

E14 a) Quality control at universities. b) Study of the effectiveness of minimum average grade requirements. It is hoped to obtain estimates for the following quality control parameters: AQL-acceptable quality limit, LTPD-the lot tolerance of defectives: the probability of rejecting a good student and the probability of passing a poor student. c) In progress. d) A. Redlack, School of Business Administration, Memorial University.

E15 a) CORCEM. b) La recherche vise à diminuer le taux d'échec en mathématiques en lière session du Cégep. On a voulu voir quelles étaient les variables indépendantes les plus favorables à l'amélioration des résultats scolaires; on a considéré principalement deux variables: la perception pour l'élève de la relation professeur-étudiant et la méthode de travail de l'étudiant. c) Juin 1979. d) Albert Noircent et Andrée Tran, Collège d'Alma, 675, boul. Auger ouest, Alma, Qué. G8B 2B7.

E16 a) Educational needs of the adult handicapped in B.C. b) Consolidation with recommendations of B.C. reports concerning educational needs of the adult handicapped. c) Oct. 1979. d) Terry Clement and Dale Stanley, Instructional Development Dept., Camosun College, 1950 Landsdowne Road, Victoria, B.C. V8P 5J2. e) Terry Clement.

E17 a) Assessment project. b) Attempt to develop mastery and placement tests with diagnostic subtests that will be available for use in conjunction with the B.C. provincial long term care aide curriculum. c) March 1982. d)

E STUDENTS/ETUDIANTS

Terry Clement and Audrey Green, Instructional Development Dept., Camosun College (see above). e) Terry Clement.

E18 a) Counselling guidelines for the long term care aide. b) Attempt to develop a set of counselling guidelines for use in the admission of candidates into the paraprofessional levels of the health care industry. Its primary focus will be on the affective domain. c) March 1982. d) Terry Clement (see above).

E19 a) British Columbia colleges articulation study: university degree completion of college transfer students (University of British Columbia 1973-1978). Report 31. b) The study continues the development of computerized procedures for gathering and analysing data on academic progress of college transfer students. Undergraduate degree completion at UBC has been documented for students enrolling from 1973 to 1977. Data are reported by faculty, final academic standing, and whether the degree was completed "on time". c) Aug. 1979. d) Glen C. Forrester, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2; Gordon Jones, Vancouver Community College, 100 West 49th Ave., Vancouver, B.C. V5Y 2Z6; John D. Dennison, Fac. of Education, University of British Columbia. e) Glen C. Forrester.

E20 a) British Columbia colleges articulation study: university degree completion of non-transfer students (University of British Columbia 1973-1978). Report 31A. b) Analysis of data on undergraduate degree completion for students who entered UBC from sources other than community colleges. The data include all students entering the university for the first time from September 1973 through September 1977. c) Aug. 1979. d) Glen C. Forrester, Gordon Jones and John D. Dennison (see above). e) Glen C. Forrester.

E21 a) A longitudinal study of a matched-pair sample of college and university students: after the second academic year. Report 32. b) Study involving two samples from all 1976 graduates from the 18 Vancouver secondary schools. One sample entered the academic-transfer program at Vancouver Community College, the other, matched according to several variables with the first sample, entered the University of British Columbia directly from secondary school. Each sample's performance was monitored during their year of study in postsecondary education. c) June 1979. d) Gordon Jones, John D. Dennison and Glen C. Forrester (see above). e) Glen C. Forrester.

E22 a) British Columbia colleges articulation study: university achievement. Various reports. b) Three studies providing data on academic achievement of community college transfer students after transfer to one of the B.C. universities. They show a variation in academic achievement of students from different colleges and variations in achievement according to faculty entered and subject taken. The data provide for a longitudinal approach to the study of student achievement. The reports provide basically raw data, while the interpretation is left to the individual institutions. Report 33: UBC 1978-79. Report 34A: SFU 1978-fall semester. Report 35: University of Victoria 1978-79. c) Sept. 1979. d) John D. Dennison, Gordon Jones and Glen C. Forrester (see above). e) Glen C. Forrester. f) Due to the size of the reports, availability is restricted.

E STUDENTS/ETUDIANTS

E23 a) A study of academic non-transfer students in British Columbia community colleges. b) Although large numbers of students enrol in university-transfer programs in B.C. colleges, only about 20% actually transfer. This study attempts to determine why non-transferring students took the academic program, why they did not transfer and what they have gained from their college experience. c) June 1980. d) John D. Dennison, Glen C. Forrester and Gordon Jones (see above). e) Glen C. Forrester.

E24 a) Students in part-time programs at the University of Saskatchewan. b) Survey of students in the part-time credit programs to determine their plans for future study, their reasons for engaging in credit programs and their assessment of administrative arrangements for part-time students. The study provides a profile of students in each of the part-time programs: evening, off-campus, part-time day, independent study, intersession and summer session. c) Jan. 1980. d) R.E. Brack and A. Wong, Div. of Extension and Community Relations, University of Saskatchewan.

E25 a) Report of the task force on graduate student financial support. b) Study of the sources and purposes of, and eligibility for, financial support for full-time graduate students in the University of Toronto. The study is set within the context of the graduate students' place within the university, Ontario and Canada, and of provincial funding mechanisms. c) June 1979. d) F.A. Sherk, B. Beaven, A. Cameron, G. Mintz and D.A.A. Stager, School of Graduate Studies, University of Toronto.

E26 a) Survey of career goals of medical students in Canada. b) The survey's purpose is to ascertain career goals of current medical students with particular reference to the degree of interest shown in research as a career. c) June 1979. d) Eva Ryten, Association of Canadian Medical Colleges, Room 1120, 151 Slater, Ottawa, Ont. K1P 5H3.

E27 a) Youth in transition: a study of the mental health problems of university students from disadvantaged minorities in Nova Scotia. b) This study of students in the transition year program of Dalhousie University for disadvantaged Nova Scotian Blacks and Micmac Indians seeks to discover stress factors related to social change which result in mental health problems and poor academic performance, and to outline specific preventive measures in addition to those already provided by the program. The overall purpose is to diminish the risks to the mental health and functioning of a new group in Canadian universities - the black and native minorities. c) Dec. 1979. d) Judith H. Gold, Dept. of Psychiatry, Dalhousie University.

E28 a) Les diplômés de la maîtrise en nursing 1967-1977. b) Enquête par la poste auprès des diplômés des dix premières années du programme de maîtrise en nursing de l'Université de Montréal, afin d'obtenir des renseignements sur la façon dont ils fonctionnent sur le marché du travail et d'identifier certaines relations entre le monde du travail et la condition de diplômé, et les études de maîtrise et le rendement au travail. c) Mai 1979. d) Marie-France Thibaudeau, Georgette Desjean, Jeanne Forest et Jeannine Baudry, Fac. des sciences infirmières, Université de Montréal. f) *Nursing Papers* (à paraître).

E STUDENTS/ETUDIANTS

E29 a) The consequences of obtaining a degree in middle adulthood. b) Interview follow-up of mature students seeking information regarding the personal, social, financial and vocational consequences of obtaining a degree, problems needing solution when becoming re-established, and their judgements of the overall value of the degree. A comparison is made of UBC, University of Sussex and University of London (Birkbeck College) graduates. c) Oct. 1980. d) Lee Morey, Malaspina College, 900 Fifth St., Nanaimo, B.C. V9R 5S5; R.A. Becher, University of Sussex, Falmer, England.

E30 a) Part-time students at the University of New Brunswick: a survey of educational backgrounds, employment and views of part-time studies. b) The study's aim is to obtain a socio-educational profile of part-time students taking degree-credit courses during 1979-80 at UNB's Fredericton campus and off-campus locations. Data will be collected using a 61-item questionnaire, with responses tabulated under several categories: educational background, educational and occupational plans, employment background, views on part-time university education and demographic characteristics. c) Oct. 1980. d) John F. Morris, Robert Williston and Victor Paul Elias, Dept. of Extension and Summer Session, University of New Brunswick.

E31 a) A comparison of students who enter education with those who choose other professions. b) In order to compare the characteristics of students entering the faculty of education with those of students entering other faculties or dropping out, a battery of psychological tests was administered to 259 students who took an "orientation to teaching" course during their second year. Of these students, 189 entered the faculty and 70 did not. The study compared the two groups on psychological characteristics and on various factors such as GPA, termination status, English competency and post-university success. The findings have implications for the selection of candidates for the program. c) June 1980. d) Myrna L. Greene, Fac. of Education, University of Lethbridge.

E32 a) Testing models developed to predict performance in student teaching. b) The purpose of the study is to validate on a second sample of student teachers, prediction equations developed to predict performance in student teaching. Equations developed by multiple regression techniques on a sample of students who completed their student teaching in 1974 and 1975, are used to predict student teaching grades for a second student sample. Predicted grades are then compared with actual grades. The variables consist of a variety of psychological test scores and biographical particulars taken before the students entered the education program. c) Oct. 1981. d) R. Jim Twa and Myrna L. Greene, Fac. of Education, University of Lethbridge.

E33 a) An examination of the concern of students as they progress through the education practica. b) The study collects data from all education students at the beginning of their first practicum and at the end of each subsequent one to determine changes or progressions in their concerns. It is hypothesized that as students progress through the program, their concerns will reflect the emphasis of each practicum; i.e., will tend to shift from egocentric concerns to curricular concerns and will begin to reach the level of professional concerns. Special problems relating to repeated data collections from the same students will also be discussed. c) Spring 1980. d)

E STUDENTS/ETUDIANTS

John Percevault and Frank Sovka, Fac. of Education, University of Lethbridge. f) To be presented at A.E.R.A., Boston, April 1980.

E34 a) A personality profile of students who are successful in student teaching and in teaching. b) The study's purpose is to create a psychological profile of successful teacher education graduates who are also considered to be successful teachers. Prior to admission to the faculty of education, students are given a battery of psychological and personality tests (CPI, 16PF, Q-Sort, MTAI, D-Scale). The psychological characteristics of ten students who received the highest ratings in both student teaching and teaching are examined and compared with those of students with varying degrees of success in the teaching program and the teaching profession. If students who are rated as excellent student teachers and excellent teachers consistently manifest a certain profile of personality characteristics, this could have implications for career choice counselling. c) June 1980. d) Beverly J. Muendel-Atherstone, Fac. of Education, University of Lethbridge.

E35 a) Cheminements scolaires dans l'école québécoise après la réforme. b) Dans la première partie, on analyse certaines caractéristiques du pluralisme théorique qui préside aux destinées de la sociologie en général et de la sociologie de l'éducation en particulier, à partir d'une typologie de Raymond Boudon identifiant trois sociologies dominantes. La deuxième partie repose sur une analyse longitudinale d'une cohorte de jeunes alors qu'ils étaient en secondaire V en 1971-1972; ensuite, ils ont été suivis au cours de quatre années successives. c) 1979. d) Alain Massot, Fac. des sciences de l'éducation, Université Laval. f) *Les cahiers d'ASOPE*, Université Laval.

E36 a) Attrition from correspondence courses, British Columbia Institute of Technology. b) Study of students who have failed to continue submitting lessons for correspondence courses. Includes determination of reasons for non-completion, general evaluation of BCIT correspondence studies and recommendations for raising the completion rate. c) Nov. 1979. d) Eleanor Riches, Div. of Continuing Education, B.C. Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

E37 a) Interprovincial reciprocity with respect to university admission. b) Compilation of the status accorded to secondary school graduates of other provinces by a representative university in each of the provinces. Differences and inconsistencies are revealed. c) March 1980. d) Edward Sheffield, 104-1275 Richmond Road, Ottawa, Ont. K2B 8E3.

E38 a) "Fading" and "dormant" MEd students: follow-up study. b) The study will identify by computer search and record checking the exact number of students who have not enrolled in any course for a significant number of sessions, and develop and conduct a survey of these students to determine their reasons for "fading". c) April 1980. d) A. Effrat, Office of Graduate Studies, Ontario Institute for Studies in Education.

E39 a) Senate Ad Hoc Committee on Quality of Student Life. b) To examine, and to make recommendations regarding: programs already in place or actions already being taken by units within Memorial University, such as junior studies, ETV, extension and public relations, which address the matter of

E STUDENTS/ETUDIANTS

quality of student life at the university; documents, statements of university policy and research related to student life; the public image of the university; and all aspects of "quality of life" at the university. c) In progress. d) Senate Ad Hoc Committee, Memorial University.

E40 a) Senate Ad Hoc Committee on the Introduction of Grade XII. b) To examine governmental policies regarding the introduction of grade XII in light of the effect they may have on Memorial University; to propose to Senate such reformulation of university policy and regulations necessary to further the university's aims and the interest of the students who will enter the university after the introduction of grade XII; to propose recommendations for temporary adjustments during the transitional period; to present a final report by January 1980. c) In progress. d) Senate Ad Hoc Committee, E. King, chairman, Dept. of English, Memorial University.

E41 a) Les aspirations des étudiantes adultes en fonction de leur concept de soi, des rôles féminins et de leur personnalité évaluée au California Psychological Inventory. b) L'étude, menée auprès d'étudiantes adultes de langue française inscrites aux facultés des arts et sciences sociales de l'Université d'Ottawa, a pour objectif de vérifier si les aspirations d'ordre académique, professionnel, social et personnel de ces étudiantes ont une relation significative avec des facteurs de personnalité comme le suggèrent certaines études américaines. Un questionnaire a été mis au point pour entreprendre l'étude dont les étapes ultérieures comporteront une comparaison avec des populations différentes: étudiantes jeunes, étudiantes adultes de collèges communautaires, etc. c) Vers 1981. d) Monique L. Lussier, Ecole de psychologie, Université d'Ottawa.

E42 a) Chemistry for students in wheelchairs. b) Stirring device and adjustable-height wheelchairs built for use by a chemistry student confined to a wheelchair. c) June 1979. d) M.F. Richardson, Dept. of Chemistry, Brock University.

E43 a) Enrolment patterns and academic performance of male and female students at the University of Alberta, 1970-71 to 1978-79. b) Historical enrolments by session (spring, summer, winter, evening credit) and by registration status (full-time, part-time). Historical age patterns of full-time winter-session students, their degree programs and grade point averages. c) Jan. 1980. d) Deborah Wener, Office of Institutional Research and Planning, University of Alberta.

E44 a) Growth rates of faculties 1969-70 to 1978-79. b) Statistics for all faculties at the University of Alberta, including full-time intramural winter-session undergraduate and graduate enrolments, permanent staff, weekly student hours and weekly contact hours, were normalized to their ten-year average. Graphs of the resulting data were plotted on semi-log graph paper. c) Oct. 1979. d) Deborah Wener (see above).

E45 a) Survey on shelter: how students live. b) Design and distribution of a questionnaire to gather data on student housing preferences in order to evaluate the performance of university-operated student residences, establish the need for new residences and decide upon revisions needed to existing

E STUDENTS/ETUDIANTS

housing and food services policies. c) Feb. 1980. d) G.A. Fester and D. Otto, Office of Institutional Research and Planning, University of Alberta.

E46 a) Survey of the University of Alberta alumni. b) Of 3417 questionnaires mailed to a random sample of alumni currently residing in Alberta, 904 were returned. Ten questions assessed alumni's attitudes towards their alma mater and university-government relations; ten further questions asked if the alumni would be willing to participate in alumni programs, local highschool career nights, fund raising, etc. c) June 1979. d) D. Otto (see above). f) *Folio/New Trail* , vol. 15, no. 50, June 1979, pp. 4-6.

E47 a) An evaluation of the freshman orientation seminars, 1978-79. b) Evaluation instrument was completed by 1097 of the 1213 participants (90%) and 28 of the 53 leaders (53%) of the 1978-79 freshman orientation seminars. Analysis of the responses indicated that certain segments of the program should be expanded while other parts should be reduced or dropped. c) June 1979. d) D. Otto (see above). f) Report available.

E48 a) The fate of female graduates. b) About 60 tables accompanied by brief text show the results of a survey of the 1978 employment status of 1976 university and college graduates. The publication's basis is a comparison of women and men in areas like prior work experience, job search methods, employment rate, relationship of job to education, type of job, salary, satisfaction with job and salary, plans for future education, etc. All tabulations are by qualification level and many are further broken down by field of study. c) May 1980. d) Edith Rechnitzer and M.S. Devereaux, Education, Science and Culture Division, Statistics Canada, Coats Building, Ottawa, Ont. K1A 0T6. f) Results obtainable from Statistics Canada and Women's Bureau, Labour Canada.

E49 a) Student profile project - phase I - survey of first-year students. b) Multiple perspective project to develop a broad set of data from students and alumni, analyse these data and facilitate planning and decision-making processes. The multiple perspective aspect of the project is designed to gather data from a cohort group of students and former students and quantify in some way a measure of change experienced by the members of that group. The initial phase involves gathering socio-economic data about first-year students and what they expect from their university programs. c) Late 1980. d) Thelma G. Lussier, Office of Institutional Analysis, University of Manitoba.

E50 a) Student development in distance education or packages, people, plans, placement: pointers to progress. b) To date distance education has concentrated largely on developing learning materials and providing supporting linkages between materials and students. Further success depends on promoting the development of students' ability to plan their lives, careers and education, set realistic goals and study effectively. It is wrong to assume adult students already have these skills. Responding to student development needs will encourage institutions to become educational brokers in providing a range of services: information, advice, referral and advocacy. c) July 1979. d) P. C. O'Donnell and J.S. Daniel, Athabasca University.

E51 a) An evaluation of Ontario student assistance program (OSAP). b)

E STUDENTS/ETUDIANTS

Evaluation of OSAP's 17-year history from the point of view primarily of assessing its contribution to government's goal of increasing accessibility. The criteria of judging effect, therefore, are evidences of effect on student entry and flow through programs to graduation. c) May 1981. d) C. Watson, Higher Education Group, and M. Gill, Dept. of Educational Planning, Ontario Institute for Studies in Education.

E52 a) Individualized modular program for diploma nursing students. b) Evaluation report, 40 p., of the individualized modular program for nursing students which was implemented as a pilot project at St. Lawrence College in 1976. A major purpose was to have a mechanism which would allow giving students credit for previous knowledge and experience. Challenge testing incorporated into a modular program provides this mechanism. The program also allows students to proceed at their own pace within certain limitations and fosters a greater degree of self-direction in the student than a traditional program. c) June 1979. d) Patricia Nekus, Health Sciences Dept., St. Lawrence College, Kingston, Ont. K7L 5A6; R.J. Wilson, Learning Assessment Program, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C. e) Chairman, Health Sciences Dept., St. Lawrence College.

E53 a) Follow-up of students graduated from the Department of Psychology, Carleton University, 1977-78. b) To make comparisons of recent graduates with those of 1972-73 regarding: their present employment, or other, situations; how they got into those situations; how satisfied they are with them; their reactions to general aspects of the undergraduate program and its relevance for their present or future plans. c) Sept. 1979. d) M.N. Donald and D.W. Zimmerman, Dept. of Psychology, Carleton University.

E54 a) Les processus cognitifs de l'étudiant universitaire. b) Placé devant un problème à résoudre (mathématique ou linguistique), l'étudiant utilise un réseau de règles d'ordre supérieur à la fois complexe et original. On étudie ceux des éléments de ce réseau que l'étudiant met en branle quand il est en situation d'apprentissage à l'aide de la théorie de l'apprentissage structural de Scandura. c) Mai 1981. d) Serge B. Racine, Technologie éducationnelle, Université de Montréal; Jean-Guy Meunier, Université du Québec à Montréal; Réal Larose, Université de Sherbrooke.

E55 a) L'univers culturel des jeunes femmes du Québec. b) Décrire et expliquer l'univers culturel des jeunes québécoises francophones en les différenciant au préalable des jeunes québécois et des jeunes anglophones. L'analyse sera centrée sur les processus de socialisation du début à la fin du secondaire d'une part, à l'entrée du cégep et du marché du travail d'autre part. c) Juillet 1980; rapport disponible automne 1980. d) P.W. Bélanger et Louise Laforce, Fac. des sciences de l'éducation, Université Laval; Marie-Andrée Bertrand, Fac. de l'éducation permanente, Université de Montréal.

E56 a) ASOPE - Aspirations scolaires et orientations professionnelles des étudiants. b) L'étude vise à décrire et expliquer les aspirations et orientations scolaires et professionnelles des étudiants du secondaire, du collégial et de l'université, à suivre leur cheminement ainsi que celui des étudiants qui quittent l'enseignement pour aller sur le marché du travail. D'une façon plus générale, on veut décrire et expliquer l'univers culturel, l'univers des

E STUDENTS/ETUDIANTS

valeurs et des attitudes des jeunes et leur évolution à l'intérieur du système scolaire et du marché du travail. C'est le processus de socialisation qu'on étudie et l'influence relative des principaux agents (famille, école, marché du travail) sur ce processus. c) Juin 1981. d) P.W. Bélanger (voir plus haut); Guy Rocher, Centre de recherche en droit public, Université de Montréal. f) *Les cahiers d'ASOPE*, Fac. des sciences de l'éducation, Université Laval.

E57 a) La sélection "sociale" des étudiants dans les universités du Québec. b) Thèse de doctorat,Université Laval. c) En cours. d) J. Luc Gouveia, Université du Québec à Trois-Rivières.

E58 a) A phenomenological inquiry into the process of becoming a teacher. b) Longitudinal study of three students progressing through an art education program in order to explore the process a student undergoes in the initial stages of becoming a teacher. The subjective aspects of the experience are emphasized and examined phenomenologically. c) Dec. 1981. d) Harold Pearse, Art Education Div., Nova Scotia College of Art and Design, 5163 Duke St., Halifax, N.S. B3J 3J6.

See also/Voir aussi:

A3 Justice and the sociology of education.

A22 Postsecondary education programs for natives in Western Canada: an analysis of students, programs and curricula, 1969-1980.

A28 Making the universities accessible to the working adult.

A60 An examination of the development and rationalization of secondary education in 19th century Ontario.

B3 Rationales for determining student contributions to costs of post-secondary education.

B8 Les diplômés de l'Ecole des Hautes Etudes Commerciales de Montréal.

B22 Manitoba community colleges skills training graduates follow-up.

B23 Manitoba community colleges skills training non-graduates follow-up.

B37 Analysis of results of the survey of the 1976 PhD recipients from Canadian universities.

B46 Labor force experience of 1976 doctoral degree recipients in Canada.

B48 The chiropractors in Canada: a study of recruitment, training and practice.

C7 Levels of cognitive complexity and the design of accounting curriculum.

C8 Do student ratings of graduate-level laboratory instructors predict how students like labs?

E STUDENTS/ETUDIANTS

C21 Special education services model.

C23 Retention of first-year economics.

C24 A study of the influence of numerical involvement and problem structure on the processes used to solve problems in chemistry at the introductory university level.

C36 Analyse du concept de soi chez les étudiants-maîtres du secteur professionnel (en comparaison avec les étudiants-maîtres du secteur général).

C41 The qualitative change in the teaching-learning transaction between faculty and students in a four-year degree program in early childhood education.

C80 Impact of medical residency training on residents' subsequent professional characteristics.

C85 Relationship between success in an education program and success in the teaching profession.

C89 Changes in supervisory behavior resulting from training in clinical supervision.

C91 Etude de la variation des évènements d'enseignement sur le rendement, l'attitude, la satisfaction, la rétention et le transfert dans une formule individualisée.

C100 Evaluation of the PhD program in sociology.

C117 Evaluation of an undergraduate baccalaureate nursing program.

C138 Diagnosis of highschool mathematics background of entering students in first-year calculus.

C143 Inventory of perceived needs of potential postsecondary instructors.

C152 An investigation of the impact of an educational program on the anxieties and attitudes of nursing students to care of the dying patient.

F2 Educational interests and goals of part-time students in Southern Alberta.

F11 Learning survey of Maritime physicians.

F14 Education in prisons: a developmental and cultural perspective.

F17 Policies and practices in university continuing education in Atlantic universities.

F27 L'étudiant adulte à l'Université de Sherbrooke.

E STUDENTS/ETUDIANTS

F38 Adult education: reasons why adults continue their education in Ontario, with special reference to part-time students at Atkinson College, York University.

F40 Distance delivery of a psychology course.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Memorial University Television - cable project. b) In October 1978, the ETV Centre activated Memorial University Television, cable channel 13 in St. John's. The feature under examination is Playback, whereby anyone with cable service and a telephone can access any program in the collection (nearly 600 titles) during the day and three evenings a week. The response the first year has been over 3200 playbacks and booking nearing 90% of the available time. A study of this project is being undertaken. c) Continuing. d) Duane B. Starcher and W. Craig McNamara, Educational Television, Memorial University.

F2 a) Educational interests and goals of part-time students in Southern Alberta. b) Series of surveys of off-campus, evening credit and summer session students questioning them regarding their reasons for taking university courses and their preferences for various types of evening and summer session courses. c) June 1980. d) C. McCleary, M. Sandilands and R. Whitehead, Div. of Continuing Education, University of Lethbridge.

F3 a) Adult education in Alberta and Quebec. b) Analysis of dominant social philosophies and institutional structures as they influence the ascription of needs and the allocation of resources for adult education in the two provinces, including adult education among native people, labor unions and agricultural organizations. c) Spring 1980. d) Hayden W. Roberts, Fac. of Extension, University of Alberta.

F4 a) Telecommunications in adult education. b) A 30-page paper discussing telecommunications media and their possible implications for adult education: one-way and two-way cable TV, computers, electronic blackboards, electronic mail, disc and tape recorders, facsimile, fiber optics with lasers, radio, satellites and micro-waves, telegraph-teletape, telephone (teleconferences, etc.) and television (pay-TV, etc.). c) Oct. 1979. d) G.S. Tracz and S. Hirschfeld, Ontario Institute for Studies in Education.

F5 a) A functional definition of continuing education for boards of education in Ontario. b) The study provides estimates of the numbers of students involved and the financial expenditures necessary to provide three alternative possibilities for the future of continuing education in Ontario. c) 1979. d) A.M. Thomas, J. Holland and Betty Macleod, Ontario Institute for Studies in Education. f) Published by OISE.

F6 a) Dynamic components of non-traditional higher education: the open university. b) Investigation into the concept and present organization of major open universities in UK, USA, Israel and elsewhere, with a view to determining relevance of the concept to Canada and in particular to Ontario's higher education needs. c) Sept. 1980. d) Walter R. Crowe, School of Business Administration, Lakehead University.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F7 a) Education and working Canadians. b) Investigation into educational opportunities available to working Canadians and their educational and training needs, concluding that current arrangements are inadequate and that educational institutions should make mainstream programs more attractive and accessible to adults. c) June 1979. d) Commission of Inquiry on Educational Leave and Productivity: R.J. Adams (chairman), P.M. Draper and Claude Ducharme. f) Report, 362 p., available from Public Relations Branch, Labour Canada, Ottawa, Ont. K1A 0J2 (également disponible en français).

F8 a) University continuing education: a balance sheet for the 1970s. b) Brief assessment of strengths and weaknesses of contemporary university continuing education in Canada. c) May 1979. d) Duncan D. Campbell, Fac. of Extension, University of Alberta. f) *Canadian Journal of Higher Education* (forthcoming).

F9 a) The new majority: a guide to policy in university continuing education. b) Review of the historical development of university continuing education in Canada, providing perspectives and an analysis of its program, the design and delivery of that program, and the organization attending it. The work concludes with an agenda of 43 key issues which invite consideration in terms of the goals each institution seeks to achieve. Typewritten manuscript, 263 p. c) Oct. 1979. d) Duncan D. Campbell (see above).

F10 a) Teaching about learning in agriculture. b) Review of techniques and results of a workshop in teaching and extension methods for faculty members from third-world universities. c) Jan. 1979. d) J.C.M. Shute, School of Agricultural Economics and Extension Education, University of Guelph. f) *Training for Agriculture and Rural Development*, FAO, Rome, 1979.

F11 a) Learning survey of Maritime physicians. b) Questionnaire survey of 2,400 physicians in the Maritime provinces to determine learning modes undertaken, preferred and perceived as effective in motivating positive changes in patient management. The questionnaire has two sections: the learning formats used to update knowledge and skills, formats preferred, and information sources involved in altering patient management; demographic information: age, sex, type and amount of practice, community size and graduation year. Four-stage procedure: initial mailing, two mailed back-ups to non-respondents, and finally, a phone questionnaire. Confidentiality is maintained through a double blind system with a firm of chartered accountants. c) April 1980. d) Lynn Curry and R. Wayne Putnam, Div. of Continuing Medical Education, Dalhousie University.

F12 a) Relationship of first-year university grades of non-highschool graduates with the tests of general educational development. b) The five general educational development tests (english, social studies, natural sciences, literature, mathematics) are used extensively in the USA and in all provinces of Canada except Alberta, Ontario and Quebec. Measuring reading comprehension and general knowledge in the subjects rather than specific content of secondary school courses, they tend nevertheless to be good predictors of success in colleges and universities. Where these institutions do not have an open admission policy, it is recommended that they determine relative cut-off points for program admission. Results of the study indicate that such

points, where established, may be at an unnecessarily high level, and also that an open admission policy, especially if supported by remedial English and study skills courses, may be advisable. c) 1979. d) J. Douglas Ayers, Programs at Abbotsford and Agassiz, University of Victoria. f) *Canadian Journal of Higher Education*, vol. X, no. 1, 1980.

F13 a) A model for prison education programs and guidelines for their operation. b) Based on the evaluation by prisoner-students of educational programs in selected prisons in the UK, USA and Canada, the article proposes a model for prison educational programs as a viable alternative to the medical treatment model and outlines some guidelines for their operation. c) 1979. d) J. Douglas Ayers (see above). f) *Journal of Correctional Education*, vol. 30, no. 1, 1979, pp. 3-8.

F14 a) Education in prisons: a developmental and cultural perspective. b) The paper discusses an educational growth model as an alternative and more tenable model to the medical therapeutic and environmental reconditioning models. It assumes that most prisoners are deficient in certain analytic problem-solving, interpersonal and social skills required in order to function in straight society and that most criminals may be likened to pre-adolescents deficient in intellectual, social and moral development. A number of recent studies that support this position are summarized. c) 1979. d) J. Douglas Ayers (see above). f) *Canadian Journal of Education*, Paper no. 90, Spring 1980.

F15 a) Programmation de laboratoire et enseignement individualisé et programmé pour le cours Psychologie du comportement sexuel. b) Ce projet a donné naissance aux outils pédagogiques, décrits dans quatre documents: 1. psychologie du comportement sexuel, approche expérientielle; 2. journal de bord; 3. test de connaissances sexuelles; 4. le livre du maître, recueil de questions. c) Juin 1979. d) Yvon Dallaire, Dépt de psychologie, Collège de Sainte-Foy, 2410, chemin Sainte-Foy, Sainte-Foy, Qué. G1V 1T3.

F16 a) A taxonomy of voluntary organizations' non-formal learning. b) The study examined general data on more than 3,000 organizations and specific data on more than 1,000 in order to derive descriptions of their goals, objectives and conditions. It was found that their non-formal learning goals centered on culture, leisure, human growth, economic development, group understanding, social service/welfare and health. Their objectives and conditions were also discretely described. c) March 1981. d) J.R.A. Dobson, St. Francis Xavier University.

F17 a) Policies and practices in university continuing education in Atlantic universities. b) The study's purpose is to provide a reference for information pertaining to selective academic and administrative policies and practices related to continuing education in Atlantic universities and a benchmark for noting significant changes over a period of time affecting the operation of continuing education programs and services. The study will proceed in three stages: selection of terms, policy and operational areas to be examined; design of survey instrument and data collection; preparation of a handbook. c) First stage July 1980. d) John F. Morris, Dept. of Extension and Summer Session, University of New Brunswick.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F18 a) Programme d'entraînement à la résolution de problèmes. b) Ce projet vise à concevoir et expérimenter un programme d'entraînement à la résolution de problèmes qui soit autodidacte par le biais d'un mode d'apprentissage, simple et économique et qui rend efficace un auto-enseignement des divers comportements cognitifs: c'est l'apprentissage observationnel abstrait. La conception et l'élaboration de modèles écrits constituent le matériel d'apprentissage. c) 1980. d) Danielle Riverin-Simard, Fac. des sciences de l'éducation, Université Laval.

F19 a) Identification des stades de développement personnel et vocationnel de l'adulte. b) La présente recherche a pour objectif d'identifier les stades de développement vocationnel de l'adulte afin d'être en mesure de mieux concevoir le phénomène de l'éducation des adultes comme un processus basé sur leur dynamique même. D'autant plus que le développement et le perfectionnement d'une carrière est une des raisons majeures qui poussent les adultes à poursuivre leur "éducation". La portée pratique du présent projet consiste surtout en la réduction de l'écart inquiétant dans le secteur de l'éducation des adultes entre la contemporanéité des philosophies et des politiques en vigueur et le retard inexorable de la psychologie des adultes. c) 1981. d) Danielle Riverin-Simard (voir plus haut).

F20 a) Une approche de l'enseignement radiodiffusé. b) Quelle place peut occuper une radio dans la diffusion d'un message éducatif à l'intérieur d'un système d'enseignement à distance? Définition des populations et besoins, quelques théories sur l'enseignement, la sélection des média, attributs du son radio: avantages et inconvénients, stratégies pédagogiques. Revues de la littérature et de cas: rentabilité générale et son utilisation dans quelques systèmes d'enseignement à distance, de niveaux collégial et universitaire de par le monde. Recommandation: S.E.D.A.R. système d'enseignement à distance assisté par radio où la radio pourrait jouer un rôle sur le plan de l'approche, de l'introduction, du développement, de l'enrichissement et de la rétroaction. c) Juin 1979. d) Jean-Pierre Massé, Cégep de Trois-Rivières, 3500, rue de Courval, Trois-Rivières, Qué. G9A 5E6.

F21 a) Community needs assessment of instructors of adults in the greater London and surrounding area. b) Comprehensive survey to determine the training needs of instructors of adults in the London area. c) Nov. 1979. d) J.A. Draper, Dept. of Adult Education, Ontario Institute for Studies in Education; P. Doucette, OISE Western Ontario Centre, 247 Epworth Ave., London, Ont. N6A 2M2; P.B. Park, Althouse College, University of Western Ontario.

F22 a) Theses in adult education in Canada, phase II. b) Update of a document, which lists and analyses all masters and doctoral theses in adult education completed up to 1977 in Canada, to include information for 1978 and 1979. c) April 1980. d) J.A. Draper (see above).

F23 a) Reflection as a mode of knowing: strategies and process. b) Through the analysis of existing data and the collection of new interview data, the study will provide a basis for more fully understanding the process of reflection used by counsellors. c) May 1980. d) A. Fales and E. Boyd, Dept. of Adult Education, Ontario Institute for Studies in Education.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F24 a) Implementation and dissemination of the ISIS kit (interpersonal skills for involvement with seniors). b) Revision and preparation in final form of a set of training materials designed to be used by non-expert trainers to train a variety of levels of staff working with older people. c) April 1980. d) A. Fales (see above).

F25 a) Videotape on self-directed learning. b) Production of a 30-minute videotape that will introduce the concepts and some of the methods of self-directed learning in adult education. c) Fall 1980. d) R. Herman, Dept. of Adult Education, Ontario Institute for Studies in Education.

F26 a) A community support system for adult learners. b) The project involves planning for and holding an invitational conference/workshop/seminar to launch a demonstration centre offering counselling and information services to adult learners and would-be learners in Toronto. c) Fall 1980. d) D. Ironside, Dept. of Adult Education, Ontario Institute for Studies in Education.

F27 a) L'étudiant adulte à l'Université de Sherbrooke. b) Etude des caractéristiques sociales, des besoins et de la satisfaction des étudiants adultes fréquentant l'université en 1978. c) Oct. 1979. d) Gilbert Leclerc, Education permanente, et Serge Gagnon, Dépt de psychologie, Université de Sherbrooke.

F28 a) A continuing examination of legislation related to adult education and learning in common law societies. b) This segment of a continuing project on policy and legislation related to adult education programs includes a detailed description of two or three examples of Australian legislation concerning learning and adult education and comparisons of these with similar legislation in Canada. c) April 1980. d) A.M. Thomas, Dept. of Adult Education, Ontario Institute for Studies in Education.

F29 a) Subcommittee on Part-time Credit Studies. b) To report to the Senate Committee on Undergraduate Studies, Memorial University, with respect to courses and programs for, and other matters pertaining to, part-time students; to assist faculty councils, and to act in a coordinating capacity between departments, faculty councils and the Division of Part-time Credit Studies, in preparing courses and programs for part-time students; to advise and assist the dean of part-time credit studies in such matters as identification of community needs for part-time courses and programs, innovations in course delivery, allocation of resources, orderly development of part-time study and distant education, and the range, balance and accessibility of part-time credit courses offered. c) On-going. d) Subcommittee on Part-time Credit Studies, M. Jackson, chairman, Dept. of Educational Foundations, Memorial University.

F30 a) Experience with using courses from other institutions. b) Despite wide recognition of the potential value of course trading between distance education institutions the volume of exchanges in still small. Key factors in the successful use of courses from elsewhere are examined in the light of the experience of the authors' institutions. While the appropriateness of a course depends on curricular match in terms of content, level, length and its effectiveness on the quality of instructional design, the overall success of

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

an imported course will likely be determined by the educational philosophy of the receiving institution and its staff. c) July 1979. d) J.S. Daniel, Athabasca University; Kathleen Forsyth, North Island College, 1413 Island Highway, Campbell River, B.C. V9W 2E4.

F31 a) Study-skills workshops for part-time students. b) To make available to part-time students intensive sessions to improve their study skills and acquaint them first-hand with the personnel and services offered by study-skills specialist in the student services counselling department. To assess the impact of such sessions on subsequent academic performance in the course. c) April 1980. d) Bonnie Reberg, Fiona Goodchild and Sandra Reid, Counselling and Career Development, University of Western Ontario. e) T.N. Guinsburg, Fac. of Part-Time and Continuing Education, University of Western Ontario.

F32 a) Continuing medical education of physicians in Ontario: practices, needs and problems. b) To compare the perceived needs of physicians for continuing medical education in Ontario, by questionnaire and telephone, and to compare these perceptions with the CME programs being offered. Results are to be used by the Ontario Council on Continuing Medical Education in planning future programs. c) Dec. 1980. d) J. Ivan Williams, Health Care Research Unit, University of Toronto.

F33 a) Graduate-level in-career learning modules. b) A problem in policy studies is linking theoretical and research aspects of a policy question with the actual arena in which the policy is made, acted upon and evaluated. The faculty is evolving a problem of masters-level learning modules consisting of five to ten in-career students seconded from organizations having a common research interest of national or regional concern. Students, sponsoring organizations and faculty members jointly design a program with research and learning outcomes of benefit to each party, thus linking teaching, research and implementation aspects in a continuing program. c) On-going. d) Michel Chevalier, J. Stuart Marwick, David Morley and Jack Craig, Fac. of Environmental Studies, York University.

F34 a) Temps et éducation permanente. b) Dans le cadre du projet sur les apprentissages servant de base à l'E.P. mis sur pied par l'UNESCO, ce sous-projet se centre sur les apprentissages liés à un temps quotidien de base: la journée et la nuit, soit 24 heures. Et plus précisément encore il analyse la nuit comme lieu et temps privilégié de l'auto-formation. c) 1980. d) G. Pineau, Fac. de l'éducation permanente, Université de Montréal.

F35 a) Pour une éducation permanente de l'organisation. b) Plus qu'organiser l'éducation permanente, c'est éduquer en permanence l'organisation qu'implique une liaison du mouvement d'éducation permanente avec le mouvement autogestionnaire. Survol, dans cette optique, des pratiques et des politiques de réorganisation dans les organisations existantes et entre celles-ci. Rapport, 83 p. c) 1979. d) G. Pineau (voir plus haut).

F36 a) Collective analysis and the Ontario unemployed. b) There are two traditions of research from adult education which have the potential to ameliorate social problems. This project will test the social utility of these approaches - participatory research and qualitative research - among a small

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

sample of unemployed. c) Nov. 1979. d) K. Tobias and E. Jackson, Dept. of Adult Education, Ontario Institute for Studies in Education.

F37 a) Application des systèmes et de la "méthodologie systèmes souples" à la recherche-action en éducation. b) Cette recherche utilisera la "méthodologie des systèmes souples" et vise à en faire une évaluation critique en tant que processus de recherche action. Quatre thèmes retiendront l'attention: le processus méthodologique; le contenu conceptuel de la méthodologie; les différences culturelles entre le Québec et le Royaume-Uni; l'application de cette méthodologie à des projets en éducation au Québec, en particulier dans le contexte du "projet éducatif" (recherche-action). d) R. Claux, Dépt des sciences de l'éducation, Centre d'études universitaires dans l'Ouest québécois, C.P. 1250, succursale "B", Hull, Qué. J8X 3X7; P.B. Checkland et I.W. Woodburn, University of Lancaster, Lancaster, England; C. Gauthier et A. Gélinas, Dépt des sciences de l'éducation, Université du Québec à Rimouski.

F38 a) Adult education: reasons why adults continue their education in Ontario, with special reference to part-time students at Atkinson College, York University. b) Review of the history of Canadian adult education and the theories of sociology of education led to hypotheses based on reference group theory. Using discriminant analysis it was found that adults continuing their formal education tend to be youngest, to have the most initial education, greatest income and highest socio-economic status; followed by those continuing their education on an informal basis and those who have not been involved in any learning activity in the past year, but would like to begin in the following year. Those not at present learning or not intending to learn in the future tend to be poor and to have only grade school education and low socio-economic status. c) Feb. 1980. d) A.H. Beer, Sociology Dept., York University.

F39 a) Survey of the educational needs of persons of later years in the community of London, Ontario. b) Enquiry to determine the extent to which the educational needs of older persons in London are recognized and articulated and adequate services are presently provided, and ways in which deficiencies in current educational programs for the elderly can be remedied. c) June 1980. d) David Radcliffe, Fac. of Education, University of Western Ontario.

F40 a) Distance delivery of a psychology course. b) Examination of student and course performance characteristics of a home-study introductory psychology course delivered in Alberta and B.C. by three distance education institutions (Athabasca University, Open Learning Institute and North Island College). Data on student characteristics, student performance, system characteristics and course performance characteristics are gathered. Because each institution varies markedly on known delivery/support dimensions and has high delivery/student support priorities no experimental manipulations are conducted; the project is an analytic/descriptive activity. c) Sept. 1980. d) G. Crawford and M. Stroud, Athabasca University.

F41 a) An evaluation of the effectiveness of the components of a mixed media instructional system for beginners' French. b) "Ensemble", a first-year university course consisting of radio and television programs, audio-cassettes for each student and print materials is offered in a distance learning mode by Athabasca University. Effectiveness of delivery and evalua-

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

tion of individual components are the major aspects of continuing research in language instruction. c) Feb. 1980. d) Muriel Stringer, Dominique Abrioux and Douglas G. Shale, Athabasca University.

F42 a) Educational alternatives for the uncommitted: the demand for non-traditional programs. b) Book-length study of working class and central core adults and their interests in further learning and related problems and barriers. Findings are compared to similar studies elsewhere in Canada and the U.S.A. to provide considerable depth and expanded applications. Of those interviewed, 61% were interested in further learning and 70% specified non-traditional educational delivery as the preferred approach. c) Nov. 1979. d) Sid Gilbert, Dept. of Sociology and Anthropology, University of Guelph. f) Obtainable from S. Gilbert or the Universities Grants Commission, 11-395 Berry St., Winnipeg, Man. R3J 1N6.

See also/Voir aussi:

A1 Community development training in Canada and the People's Republic of China.

A28 Making the universities accessible to the working adult.

A41 La câble et l'Université de Montréal.

A62 Nova Scotia Task Force on Arts in Education.

B1 A review of pricing theories and procedures for continuing education programmers and administrators.

B14 Manpower and supportive adult basic education programs in Canadian universities and colleges.

B17 Planning, governance and management in small distance education systems.

B18 The economics of small open universities.

B19 The management of small open universities.

B20 The Canadian health administrator study.

B35 Youth unemployment in Ontario and Canada: problems and policies.

B45 Labor force experience of 1976 university and college graduates in Canada.

C11 Evaluating instructional technology.

C13 Formation autonome scientifique et technologique.

C18 Cardio-pulmonary resuscitation study.

C20 Cowichan Indian training project.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

C21 Special education services model.

C22 ISTEMS (instructional skills for the training and education of the multi-handicapped student).

C39 Evaluation report - drugs and alcohol education program.

C40 The psycho-educational consultant service to day care project.

C79 Needs assessment in B.C. for home economics education at inservice and postgraduate levels.

C82 ASIPEC: apprentissages significatifs et intégrés dans une perspective d'éducation continue.

C96 Evaluation of the Anik-B satellite interactive instructional television project.

C136 Computer applications in education.

E17 Assessment project.

E36 Attrition from correspondence courses, British Columbia Institute of Technology.

E39 Senate Ad Hoc Committee on Quality of Student Life.

E41 Les aspirations des étudiantes adultes en fonction de leur concept de soi, des rôles féminins et de leur personnalité évaluée an California Psychological Inventory.

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INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Abrioux, D. F41
Adams, R.J. F7
Amernic, J.H. C7
Amesse, M. C53
Amyot, C. C68
Anisef, P. E8
Atkinson, G.F. C142
Axelrod, P. B12
Ayers, J.D. F12, F13, F14
Bajnok, I. C125
Baker, J. C34
Bakshi, T.S. C27
Baldwin, G. C21, C22
Ball, T. E1
Banville, C. C65
Bateson, D. C87
Baudry, J. E28
Beaulieu, G. C46
Beaven, B. E25
Becher, R.A. E29
Becker, H. C137
Beer, A.H. F38
Begin, H. C82
Belanger, C.H. B39
Bélanger, M. C73
Bélanger, P.W. E55, E56
Bellefleur, L. C64
Bergeron, L. C145
Berkes, F. C115
Bernard, F. B8
Bernard, H. B24
Berthekot, S. C37
Bertrand, D. B26
Bertrand, M.-A. E55
Bessai, F. C6
Bessette, P. C62
Bidwell, C.M. C17
Black, P.J. C24
Blais, Y.M. C54
Blawatt, K.R. C116
Blondin, D. B24
Bolduc, M. C57
Booth, D. B16
Bourgeau, J.-P. C46
Bourque, G. C59, C60
Boyd, E. F23
Boyd, M. D3, D4
Boyer, S. B24
Brack, R.E. E24
Bratuz, D. B60
Braun, H.S. A11
Braun, S. B51
Brennan, M. C26
Brooke, R.I. C15
Burnett, D. C12
Burrill, D. C99
Burton, H. C127
Cairncross, R.G. C144
Cameron, A. E25
Campbell, D.D. A14, F8, F9
Campbell, D.R. B25
Campbell, D.S. D1
Caouette, C.E. C82
Carson, J.J. A29
Chapman, H.W. E2
Chatagnier, E. C42
Checkland, P.B. F37
Chevalier, M. F33
Clake, J. E1
Clark, R. B14
Clark, W. B43, B44
Claux, R. F37
Clement, T. C20, C21, C22
E16, E17, E18
Coates, D.E. B36
Coggins, G.H. C103
Cohen, M.S. C103
Cook, D.A. C17
Couse, P. C41
Cox, L.P. C75
Craig, J. F33
Crale, J. C118
Crawford, G. F40
Crocker, R.K. A25
Cronin, R.F.P. A20
Crowe, W.R. F6
Crowley, R.W. C23
Currie, J. B11
Curry, L. C18, F11
Cyr, J.-M. B24
Daily, F.L. C131
Dalceggio, P. B24
Dallaire, Y. F15
Daniel, J.S. B17, B18, B19
C123, E50, F30
Davie, L. C98
Degner, L.F. C152
de Grandpré, M. A23
Deller, J. C40
Dennison, J.D. E19, E20, E21
E22, E23
Desjean, G. E28
Devereaux, M.S. B43, E48
Dhand, H. A36

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Dion, J.-F. C28
Doadt, E.G. C142
Dobson, J.R.A. F16
Dôme, M. C58
Donald, M.N. E53
Doucette, P. F21
Doxey, I. A31
D'Oyley, V.R. A4
Draper, J.A. B14, F21, F22
Draper, P.M. F7
Dravland, V. B27, C85, C88
Dubuc, J. A21
Ducharme, C. F7
Dupuis, P. C28, C29
Edmonds, E.L. C6
Edmunds, C. C138
Effrat, A. C98, E38
Elias, V.P. E30
Elliott, H.G. C24
Enns, R.J. C7
Evers, F.T. C128
Falconer, T.G. B25
Fales, A. F23, F24
Fester, G.A. E45
Fisk, L.J. A37
Fontaine, F. B24
Forest, J. E28
Forester, G.C. E19, E20, E21
E22, E23
Forsyth, K. F30
Fournier, J.-P. C90
Fundas, A. B53
Furedy, C. C32, C33, C34, C35
Furedy, J.J. C32
Gagnon, F. C69
Gagnon, S. F27
Gallagher, C. B11
Garber, C. C129
Gass, D.A. C18
Gauthier, C. F37
Geis, G.L. C83
Gelfand, B. C30
Gélinas, A. F37
Gibson, M.S. C104
Gilbert, M. C63
Gilbert, S. F42
Gill, M. E51
Glashan-Guerriero, A.A. C126
Gold, J.H. E27
Goodchild, F. F31
Goodenough, T.W. A2
Goodwin, J.R. A39
Gorrill, G. C19
Goulet, G. C145
Goulet, M. C71
Gouveia, J.L. C84, E57
Gow, C.M. C152
Graham, J.F. B2
Grant, B.K. C106
Grant, M. B23
Green, A. E17
Greene, M.L. C85, C86, E31, E32
Greenhill, C.J. B52
Gregor, A. A53, C143
Gripton, J. A46
Gue, L.R. A19
Guerin, G. E6
Guillaume, J. C43
Haines, V. C51
Hallworth, H.J. C136
Handa, M.L. B31
Hanis, E.H. C128
Hansen, B.L. A45
Harden, R.M. C144
Hardy, F. C145, C146
Hari Das, T.P. C1, C118
Harris, R.S. A23
Harrison, J. C124
Hart, I.R. C144
Hartman, J.S. C107
Harvey, E.B. B32
Hastings, J.E.F. B20
Headlam, A.H. B40
Heath, C. C17
Hedley, R.L. C5, E7
Henderson, D.W. B13
Herman, R. F25
Hiatt, R.R. C105
Higbee, E.C. B49
Hill, L. E9
Hillman, E.A. B55, D8
Hirschfeld, S. F4
Hochachka, N. C139
Hoffmaster, C.B. C133
Holland, J. F5
Hollick-Kenyon, T. A15
Holmes, G. C129
Horvath, A. B41, B42
Hughes, A.S. A10
Hunka, S. B3
Hunter, A. C31
Ironside, D. F26
Jacob, Y. C66
Jacobs, D.L. C149

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Jackson, E. F36
Jackson, M. F29
Johnston, C.F. D1
Johnston, D.W. C130
Jones, G. E19, E20, E21 E22, E23
Jones, R.K. A28
Joyal, M. C62
Karel, L. C70
Katz, A. C8
Keller, A. C140, C76
Kelly, L. C36
Kelly, W.P. B55, B56, D6
Kelner, M. B48
Kerwin, S. C49
King, E. E40
Knapper, C.K. C10, C11, E13
Koval, J. C78
Kretzschmar, J.C. A3
Kuijt, J. E5
Labrecque, J. C141
Lacerte, A. C120
Lachance, B. C91
Lacroix, R. B5
Lajeunesse, M. C9
Laliberté, J. C45
Lam, Y.L.J. E3, E4
Lamontagne, C. B24
Lamoureux, M.E. B1
Lamy, F. C72
Laplante, D. C47, C48
Lapointe, J. C92
Larocque, J. C56
Larose, R. E54
Larsen, J.B. B29
Latchman, B.S. B21
Laurin, P. C84
Lavallée, L. B39
Lavallée, M. C36, C37
Lawrence, C. C150
Lebel, M. B38
Leblanc, A. C3
Leblanc, D.R. A18
Leclerc, G. F27
Leclerc, J.-M. B24
L'Ecuyer, R. C36
Leeper, H.A. C25
Légaré, Y.D. C61
Léger, R. D2
Leithwood, K.A. C98
Lemieux, J.-C. B38
Lenkhorn, D. C52
Le Roy, J. B47
Leslie, P.M. B9
Levasseur, P. A41
Levesque, M. A50
Levine, D.Z. C77
Lussier, C. C72
Lussier, M.L. E41
Lussier, T.G. E49
Lynd, D. B45, B46
MacAulay, J. A35
Macdonald, R. St. J. A13
Macleod, B. F5
MacRae, D.C. C108
Madar, D. C113
Mann, B.E. C135
Martin, R.R. C132
Marton, P. C93, C94
Marwick, J.S. F33
Massé, J. C56
Massé, J.-P. F20
Masse, T. B22
Massot, A. A35
McCleary, C. F2
McKay, D.K. C40
McKenna, M.O. A26, A52
McLean, D. C148
McLean, R.S. C99
McNamara, W.C. F1
Meunier, J.-G. E54
Michielson, J.A. C108
Miller, L. C12
Miner, F.C. C118
Minnis, J.R. A22
Mintz, G. E25
Mitchell, S.P. C128
Moffat, L.K. D5
Mokosch, E. C88
Montpetit, R. C58
Moore, G.A.B. C81
Morey, L. E29
Morgan, L. C38
Morley, D. F33
Morris, J.F. E30, F17
Muendel-Atherstone, B.J. C88, E34
Murray, H.G. C148, C149, C150, C151
Nathan, G.J. C109
Naveh, Z. C27
Nediger, W.G. B58, B59, C121
Neilsen, L. C139
Nekus, P. E52
Newby, W. C8
Newton, E. C33

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Noircent, A. C44, E15
Normand, S. B24
Normandeau, L. B26
O'Brien, M. C100
O'Donnell, P.C. E50
Olivier, W.P. C98, C99
O'Reilly, R.R. A39
Orme, M. C101
Otto, D. C45, C46, C47
Paasche, G. E8
Page, J.E. A27
Pagliaro, L.A. C17
Papillon, R. C58
Paquette, H. C82
Paquin, M. C46
Park, P.B. F21
Parker, N.I. C122
Parrish, S.E. C79
Parsons, G.L. A30
Pascal, C.E. A45, C98
Paunonen, S.V. C151
Pearce, G.A. C133
Pearse, H. A62, E58
Penner, R. A9
Pentland, S. A22
Percevault, J. E33
Pes, J. B6
Petit, D. C63
Pham, P.T. C37
Philippon, D.J. B10
Pilkington, G. A5
Pineau, G. F34, F35
Plante, J. C97
Poitras, F. C67
Poole, W.B. C110
Potin, M. B24
Poupard, M. A21
Proulx, M. C120
Provost, G. C95
Purdy, J.D. A60
Putnam, R.W. F11
Quazi, S. B33, B34, B35
Racine, S.B. E54
Radcliffe, D. F39
Raman, S. C77
Ramsay, L. A8, C13
Randhawa, B.S. B28
Rankine, F.C. C39
Ray, D. A4
Reberg, B. F31
Rechnitzer, E. E48
Redlack, A. E14
Reid, S. F31
Ribes, G. C73
Richard, A. C70
Richards, M. C114
Richardson, M.F. E42
Riches, E. C96, E36
Riederer, L.A. A54
Rigby, P. C120
Riggs, F.T. A25
Riverin-Simard, D. F18, F19
Roberts, H.J. A23, A24, F3
Roberts, H.W. A1
Rocher, G. E56
Rochon, J.-M. B57
Roth, J. C16
Rothstein, S.M. C113
Roussy, J.-P. C53
Rushton, J.P. A6, A7, C151
Ryan, M. C20
Ryten, E. E26
St. Louis, M. C2
Sandilands, M. F2
Sarbit, L. E1
Savage, D.C. A9
Schaller, J. A12
Schwind, H.F. C1
Scotton, A. A56, A57
Séguin, J. C84
Seiffert, E.B. A61
Sen, J. B35
Shale, D.G. C123, F41
Sheehan, B.S. A51, B54, D6, D7
Sheffield, E. A42, A43, A44, E37
Sherk, F.A. E25
Shore, B.M. C14
Shute, J.C.M. A16, A17, F10
Simard, S. C71
Sistek, V. C124
Slattery, M. C120
Slemon, A. C121
Smiley, R.K. C77
Smith, H.L. A23
Smith, R. C83
Smith, W.A.S. B17
Snowden, B.L. B17, B18, B19
Sovka, F. E33
Squires, B.P. C25
Stager, D.A.A. E25
Stange, K.H. C119
Stanley, D. C21, C22, E16
Stanton, S.M. C117
Starcher, D.B. F1

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Starenky, M. C75
Steele, J. C102
Stelling, J.G. C80
Stillman, M.J. C134
Stinson, S.M. B29, B30
Stringer, M. F41
Stroud, M. F40
Styran, R.M. C111
Talbot, G.L. C50
Taylor, A. C55
Taylor, R.R. C111
te Linde, D.J. C135
Tessier, N. C48
Thibaudeau, M.-F. E28
Thomas, A.M. C98, F5, F28
Thomassin, M. C58
Thorlacius, J. C89
Tinker, E.B. D9
Tobias, K. F36
Tougas, R. A21
Tournier, M. C64
Tracz, G.S. A45, F4
Tran, A. E15
Trosky, O.S. E7
Turrettin, A. E8
Twa, R.J. C4, E32
Ursino, D.J. C109
Vachon, J. C2
Vaillancourt, F. B5
Van Raamsdonk, R. A34
Vassart, P. C74
Vincent, M.-A. C145
Visscher, A. C120
Walker, J. C20
Wallace, L. E1
Warrack, B.J. B22, B23
Watson, C. A45, B33, B34, E51
Watson, R.E.L. B15
Wener, D. E43, E44
Weston, W. C26
Wheeler, A.E. C114
Whitehead, R. F2
Whittaker, D. C87, E5
Williams, B. C81
Williams, D.R. A33
Williams, I. C87
Williams, J.I. F32
Williams, J.L. E13
Williston, R. E30
Wilson, K. A53
Wilson, R.J. E52
Wilton, D. C23
Winchester, I. A45
Wong, A. E24
Woodburn, I.W. F37
Woodruff, S. C49
Yalden, J. A32
Zanutto, K. C112
Zimmerman, D.W. E53
Zsigmond, A. B43, B44